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ABSTRACT

This final report describes "Career Connections," a 3-year federally supported project at the University of Minnesota to enhance the career potential of students with disabilities, educate faculty and staff to work with these students, and assist employers in hiring and supervising people with disabilities. Project accomplishments included: provision of career services to 180 students; contacts with 4,221 individuals through workshops, graduate courses, and conference presentations; development and dissemination of two training manuals; sponsorship of five employer forums and three disability networking events; co-sponsorship of a job fair to emphasize hiring a diverse workforce; establishment of interagency agreements; consultation services to 75 campus units and 200 postsecondary institutions and/or community organizations; presentations at 35 state, regional, national, and international conferences; development of a job accommodation handbook (disseminated via the World Wide Web); and compilation of three annotated bibliographies. Major outcomes included increased interagency communication, changes in accessibility practices and policies, increase in number of students using campus career services, employment of 88 percent of graduating students with disabilities, and increased student understanding of the Americans with Disabilities Act. The report provides sections detailing the project's activities and accomplishments, outcomes, perceived value, model-building, and recommendations for replication. Extensive appendices provide additional detail on evaluation methods, data collection, sample publicity materials, project publications, media coverage, interagency agreements, course syllabi, selection guidelines for project participants, and a project proposal. (DB)

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ED 390 206

Career Connections: Enhancing Career Development and Employment Opportunities for University Students with Disabilities

Final Report for
Postsecondary Demonstration Program
Project # HO78C10039
Office of Special Education Programs,
Office of Special Education and Rehabilitative Services,
U.S. Department of Education

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The writing of this report was well underway when staff were advised of specific guidelines to be followed in writing final reports (Stake & DeStefano, 1993). The table of contents below indicates where topics mentioned in the guidelines can be found in the report.

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Stake, R.E. & DeStefano, L. (1993). Guidelines for Developing a Final Report. Evaluation Technical Assistance Program, Transition Institute of Illinois, University of Illinois, Urbana-Champaign.

EXECUTIVE SUMMARY
CAREER CONNECTIONS FINAL REPORT

Overview of Project

Career Connections (CC) began as a model demonstration project funded by the Office of Special Education and Rehabilitative Services (OSERS) — U.S. Department of Education and the Office of the Vice President for Student Affairs — University of Minnesota. Disability Services (DS) now offers Career Connections as part of its ongoing services. The mission of Career Connections is to enhance the career potential of University students with disabilities, educate campus faculty and staff to work with students with disabilities, and assist employers in hiring and supervising people with disabilities. Career Connections provides unique disability-related career services to students with disabilities that are not available in collegiate offices. At the same time, Career Connections builds collaborative relationships between Disability Services and career/employment-related services on campus and in the community. The long term goal is to provide career services staff with the knowledge, skills, and resources to provide effective career services to students with disabilities. This goal is in keeping with the interactional perspective of disability, in which all aspects of the environment adapt to human differences rather than disabled individuals adapting to an inaccessible environment.

In working with campus professionals and community employers, the emphasis in years one and two was to heighten awareness on campus and in the business community of the mandates under the Americans with Disabilities Act (ADA) and of the creative possibilities for accommodations in the workplace. In years three and four, the emphasis was on application of concepts learned — following up with those who received training in years one and two.

In working with students, the emphasis shifted from project staff serving primarily as consultants to Disability Services counselors and career services staff to project staff also providing case management for students regarding their career development. Staff from both Disability Services and the collegiate career services offices did not have the resources to provide the kind of intensive career services needed by many Career Connections participants.

Career Connections has created a web of connections on the University campus and in the community. Career Connections has co-sponsored workshops on career development and disability and a three-day conference on the ADA. Students with disabilities serve as co-facilitators at Career Connections workshops, with overwhelmingly positive responses from audiences. Career Connections developed and disseminated two training manuals (one to train career service providers/employers and the other for mentors/mentees). Career Connections has also provided consultation to colleges, universities, and community organizations around the country in meeting the career needs of students.

Career Connections has established an employer network. These individuals have either participated in, or indicated a willingness to participate in, CC programs, such as serving as a mentor, being available for informational interviews, giving a presentation to students, serving as an internship site, or hosting a workshop for businesses in their area.

In addition to training campus staff and community employers, Career Connections provides career services to University students. Students are offered an array of services, including individual career counseling and assessment, a three-course sequence on career development, a mentorship experience, internship development, and job search assistance. Career Connections emphasizes student responsibility and therefore matches its level of involvement with a student to the amount of commitment the student makes to the program.

Since the beginning of the project, a high priority has been to design a program that would become integrated into existing services and therefore continue beyond the grant period. Career Connections has become an integral part of Disability Services, with the position of career services coordinator continuing beyond the grant period and Disability Services staff collaborating with Career Connections on student services and on training.

Project findings are disseminated through an annual newsletter, journal articles, conference presentations, a packet on CC programs, an annual annotated bibliography, and a job accommodations manual.

Accomplishments

Career Connections has reached or surpassed most of its objectives. Below are listed highlights of the project's accomplishments:

- Provided career services to 180 students in four years (94 in cohort groups, 86 on drop-in basis). Services offered included career assessment and counseling, development of program plan, mentorship experience, job and internship search assistance, and a career development course sequence.
- Conducted semi-annual follow up of all cohort participants.

- Reached 4,221 through workshops, graduate courses, and conference presentations.
- Conducted annual follow up of two groups of professionals trained by Career Connections.
- Developed and disseminated two training manuals: *Putting Ability to Work* (approximately 50 copies per year ordered) and *The Mentoring Experience.* (approximately 30 copies per year ordered).
- Sponsored 5 employer forums and 3 disability networking events.
- Referred 31 students to Project with Industry for placement assistance.
- Co-sponsored the CLA Job Fair to emphasize hiring a diverse workforce.
- Established interagency agreements with the CLA Career Development Office, Student Employment, and the Office of Financial Aid.
- Provided 75 consultations to campus units and provided phone/written consultation to 200 postsecondary institutions and community organizations.
- Established and convened an advisory committee of 34 members, representing employers, community agencies, and campus units.
- Mailed an annual newsletter to 1100 individuals locally and nationally.
- Completed 5 manuscripts, 4 of which have been accepted for publication and the fifth is under consideration.
- Presented at 35 state, regional, national and international conferences.
- Developed a job accommodation handbook which has been disseminated via the World Wide Web.
- Completed 3 annotated bibliographies (approximately 70 copies per year ordered).

Outcomes

The following outcomes were achieved and documented for campus professional participants in Career Connections:

- Increase in the amount of interagency communication, particularly with University Counseling and Consulting Services, the College of Liberal Arts Career Development Office, Student Employment, the Office of Student Financial Aid, and the Alumni Association.
- Personal changes made by more than 70% of the professional staff involved in the project, including increased awareness, sensitivity, improved counseling skills, and more knowledge of legal issues.
- Significant increase in the number of specific accessibility practices and policies implemented by campus units.

- Tangible strategies to make change within units, including staff training, gaining administrative support, and acquiring resources.
- Increase in awareness of abilities and needs of disabled students by community mentors.

The following outcomes were achieved and documented for students participating in Career Connections:

- Increase in the number of students using campus career services from 24% at entry to 61% at follow-up.
- 100% positive evaluations by internship supervisors of students participating in internship courses.
- More than half of students made changes in their educational and/or career plans as a result of participating in Career Connections.
- 88% of students were employed six to twelve months after they left or graduated from the University (other studies of disabled college graduates report a 60-65% employment rate one to five years after graduation).
- Students demonstrated increased knowledge about the ADA and decreased uncertainty about legal questions.
- Greater awareness of disclosure and accommodation options was reported by students.
- Increase in number of students who disclosed their disability during the interview (28% at entry, 54% at follow-up).
- Increase in number of students who requested accommodations in the workplace (26% at entry, 42% at follow-up).

Perceived Value of the Project

Student evaluations of Career Connections were generally very positive. The highly individualized support was especially valued. Professional staff also evaluated the project highly. Aspects of the model noted as particularly strong included the work with employers and faculty, the workshops, and the direct services to students. The project was described as having a clear sense of purpose, a comprehensive approach, and quality management.

Much remains to be done, however. Students indicated that faculty responsiveness to the needs of students with disabilities is still an issue, as is the quality of student advising and counseling. Students also cited needs for improvement in career and employment services, including increased understanding of hidden disabilities and more services available for freshmen and sophomores.

Interestingly, professional staff also identified understanding of hidden disabilities as a continuing need. Other issues identified by professional staff included increased collaboration among units and addressing the wide range of access and accommodation needs.

Recommendations for Replication

Based on the experience of implementing and evaluating Career Connections, the following recommendations are made to other institutions considering replication of the model:

- Do a careful assessment of the needs of students with disabilities and the context and climate of the particular campus. Then determine which aspects of this model might be adapted to the setting.
- Target students as early in their education as possible. If the project is at the postsecondary level, include activities for first and second year students as well as upper level students.
- Do not assume anything about the level of students' career development. Make objectives flexible enough that they can be adapted to suit the needs of the participants.
- Include a campaign to influence the academic community so that they will acknowledge the importance of career development and encourage students to participate in career development activities.
- In designing the project, consider how it will be integrated into existing programs and services.
- Take advantage of unforeseen opportunities if they fulfill the mission of the project.
- Identify a small group of eight to ten key contacts on campus and form a strategic planning team.
- Analyze evaluation data on an ongoing basis so that project decisions are based on current evaluation results.
- When designing the project, select the number of objectives that can be achieved and measured with the resources available. Also consider how the objectives will be measured at that time, not after the proposal is funded.
- Begin planning for continuation at the time of project design. Make sure that how the project will be continued after grant funding guides decisions throughout the grant period.

Conclusions

Career planning and placement remains a critical issue in ensuring equal opportunities for people with disabilities. The experience of this project suggests that university students with disabilities have a great need for career services yet often do not use the collegiate career services available. This may be partially due to their perception of those services not meeting their needs and also to the many other priorities in their lives. Activities in which there is a personal connection, such as a mentorship program, appear to be the most successful in capturing students' commitment. The campus climate, in terms of how much emphasis is placed on career development, also appears to play a role in students' involvement in career development activities.

Campus career-related staff, at least in this project's experience, are eager to learn how to provide effective career services for students with disabilities. Training and consultation for this group proved effective in building awareness and in serving as a catalyst for change within campus units. At the national level, career services staff seem hungry for information about serving this population, evidenced by the attendance at presentations by project staff and by requests for materials developed by the project.

Employers, also, have shown an interest in getting involved, for example, by serving on the advisory committee, volunteering to be mentors and providing informational interviews. However, although human resources personnel exhibit an understanding of the requirements under the ADA, managers and supervisors need education and consultation regarding putting the ADA into practice.

Thus there is a great deal of interest, but also a great need for a better understanding of disability in the workplace. The first challenge is to assist others in shedding old paradigms, in which disability is viewed as a deficit, something to be corrected so that the person fits in with the larger group. The new paradigm of disability, the interactional perspective, recognizes that disability resides in the *interaction* between the disabled person and society. With this perspective, society adapts to the wide range of human difference rather than the disabled individual having to adapt to an inaccessible environment. If disability is celebrated as a natural part of human diversity, students with disabilities will experience the same career opportunities as their nondisabled peers.

INTRODUCTION

Context

As a result of Section 504 of the Rehabilitation Act of 1973, which mandates equal access to higher education for students with disabilities, increasing numbers of students with disabilities have aspired to higher education in the past fifteen years. During the 1980's, improving the transition of students with disabilities from high school to adult life (including postsecondary education and work), was a major initiative of the U.S. Department of Education. Section 504 guidelines, along with the transition initiative, resulted in improved access to academic accommodations for students with disabilities. However, other aspects of campus life, including co-curricular activities and career services, did not receive the same attention. There was little evidence that improved access to education had significantly improved employment prospects for people with disabilities. Thus the Office of Special Education and Rehabilitative Services (OSERS) established a priority to increase higher education's capacity to assist students in career planning and placement.

The University of Minnesota, having already developed model transition programs, was well poised to respond to such a call. With input from staff of the LD Transition Project, the LD Writers' Project, and Project EXTRA (all funded by OSERS), Disability Services submitted a proposal in response to the career planning and placement priority. In 1991, Disability Services received funding from OSERS to establish Career Connections. The Office of the Vice President for Student Affairs and the Disability Services office provided matching funds for the project.

Career Connections (CC) began as a three-year research demonstration project, received a fourth-year extension to complete grant activities, and is now an ongoing program offered through Disability Services (DS). The mission of Career Connections is to enhance the career development of University students with disabilities, to educate campus staff to work with students with disabilities, and to assist employers in hiring and supervising people with disabilities.

This report will describe the original goals and objectives of the project, project participants, activities conducted by project staff, satisfaction of participants with the services provided, and outcomes experienced by those involved. In addition, the report will discuss how the project evolved, what changes were made in the original plan and why, and the unanticipated outcomes of the project. Finally, the report will reflect on the evaluation process used, the lessons learned, and recommendations to others who may wish to adapt or replicate the model. It is hoped that the experience described here may assist others in their efforts to improve career opportunities for students with disabilities.

The University of Minnesota is a large land grant research university with a high proportion of commuter, nontraditional, and part-time students. The mean age of students at the University of Minnesota is 25 years. Of the 36,999 students enrolled on the Twin Cities Campus, 23,238 are undergraduates and 13,761 are graduate students. Disability Services sees approximately 900 students per year. There are 17 collegiate career planning and placement offices on campus. In addition, the Career Development Center provides services campus-wide. Before Career Connections, no office on campus provided career services geared specifically for students with disabilities.

Career Connections, which became an ongoing program of Disability Services after the grant period, is a comprehensive program which provides specialized services to students with disabilities; educates general career service providers so that they might be more effective in working with students with disabilities; and informs employers not only of their responsibilities under the ADA (Americans with Disabilities Act) but also of the benefits of hiring people with disabilities. The program also establishes agreements with key units and agencies, such as Student Employment, Office of Student Financial Aid, campus career development offices, Division of Rehabilitation Services, and Project with Industry programs. The basic premise of Career Connections is that by better tapping into existing services and by developing effective networks, students will enhance their employment opportunities before and after graduation.

Clientele

Student Participants

During the grant period, students who wished to use Career Connections (CC) services could enter a cohort or participate on a drop-in basis. Criteria for cohort participation included having interests and needs that were consistent with the goals of the project, completion of 60 quarter credits, and a course completion ratio of 75% or more at the time of entrance. These benchmarks were stipulated to shape a cohort likely to complete an academic program as part of their career aspirations. Over the course of the three-year project, three cohort groups were tracked. Cohorts consisted of those students who entered the project between the spring quarter of one year and the end of the winter quarter of the next year. Originally the drop-in option was for students who were interested in only minimal services or who were referred to other services after minimal contact because Career Connections did not appear to meet their needs. Later, the drop-in option was made available to students who wanted ongoing services.

A total of 131 students participated in Career Connections over three years (1991-1994), 94 as members of a cohort and 37 as drop-ins. Additional students who participated in year four (n=49) are not included in the data reported here. Complete data were collected only for the cohort groups. By the end of winter quarter 1992, 37 students had entered Cohort 1. By the end of winter quarter 1993, 36 students had entered Cohort 2. By the end of winter 1994, 21 students had entered Cohort 3. The entire group of participants was fairly evenly distributed between men and women (51% women and 49% men). However, there were imbalances among cohort groups (Cohort 2 had 61% women and Cohort 3 had 62% men). Table B1 in Appendix B shows the complete breakdown by cohort.

The ethnicity of participants was similar to students served by Disability Services and was fairly consistent across cohort groups. Table 1.01 presents a summary of participants' ethnicity. See Appendix B, Table B2, for a complete breakdown by cohort.

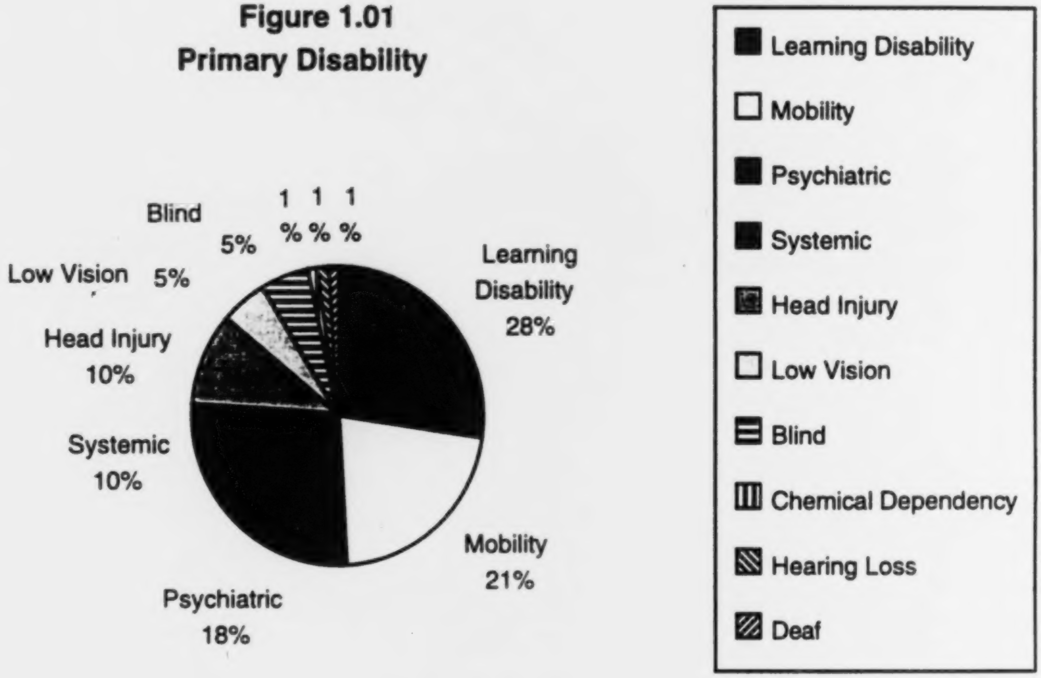
Table 1.01
Ethnicity

	Students Served by DS		CC Participants All Cohorts	
Ethnicity	Frequency	[1]Percentage	Frequency	Percentage
African American	98	6.3	3	3
American Indian/Alaskan Native	17	1.1	0	-
Asian/Pacific Islander	46	2.9	3	3
European American	1,330	85.0	85	90
Hispanic	37	2.4	1	1
International	27	1.7	1	1
Other	10	0.6	1	1
[1]Subtotal	1,565	100	94	100
Unknown	546	-	0	0
Total	2,111	100	94	100

[1] Percentages for DS students are based on the number for whom ethnicity was known.

Participants had a variety of disabilities. Across all three cohort groups, the most frequently reported primary disabilities were learning disability, mobility, psychiatric, systemic, and head injury (See Figure 1.01). Table B3 in Appendix B includes a breakdown of disabilities by cohort.

Figure 1.01
Primary Disability



Participants' ages at entrance ranged from 20 to 49, with a mean age of 31 and a standard deviation of 7.69. Mean ages by cohort were similar to the mean age of the cohorts combined. Mean G.P.A. at entry for all participants was 2.99 with a standard deviation of 0.59. Mean G.P.A. did not vary considerably across cohort groups. At entry, 57% of the participants were enrolled in the College of Liberal Arts. About 7% of the participants attended the Institute of Technology, Graduate School, General College, and Extension. The rest of the students were enrolled in 8 other colleges at the University. Most participants were juniors (30%) and seniors (40%) (see Table B4 in Appendix B).

Upon entrance to the project cohort, students were asked to complete a registration form and three standardized assessment instruments: the Career Development Inventory (Super, Thompson, Lindeman, Jordaan, & Myers, 1981); the Career Decision Scale (Osipow, Carney, Winer, Yanico, & Koschier, 1976); and the Coopersmith Inventory (Coopersmith, 1975), a self-esteem instrument. Results of these assessments are summarized below. See Appendix A for additional technical information.

The Career Decision Scale (CDS), developed for high school and college students, measures career indecision and consists of two scales, Certainty and Indecision. Participants' scores on the CDS suggested that students who entered the project exhibited a higher degree of career indecision than is normative for their gender and status in school. On the Career Decision Scale, 50% of the participants scored at or below the 21st percentile on the Certainty Scale for their gender and status in school (e.g., junior, senior). On the Indecision Scale of the Career Decision Scale, 50% of the participants scored at or below the 73rd percentile.

The Career Development Inventory (CDI) measures readiness to make educational and career choices. The CDI yields a Career Development Attitudes Scale, composed of the Career Planning and Career Exploration scales; the Career Development Knowledge Scale, composed of the Decision Making and World-Work scales; and the Career Orientation Total scale composed of all four scales. Participants completed the College & University Form of the Career Development Inventory. Of the 94 participants who completed the CDI, 45 percent scored between the 1st-25th percentile on the Career Development Attitudes Scale (See Figure 1.02). Scores within the 1st-25th percentile are considered low and indicate these students may not be inclined to take a planful approach to career planning or use competent sources for career exploration. These students may display low work-role salience and may not foresee their future in the world of work (Nevill & Super, 1988). Twenty percent scored between the 26th and 50th percentiles, 13 percent scored between the 51st and 75th percentiles. Twenty-two percent scored between 76th and 100th percentiles which indicated that career planning and utilization of resources were areas of strength for these students.

On the Career Development Knowledge Scale, 28 percent scored between the 1st-25th percentiles (See Figure 1.03). These scores indicate that these students may not yet be ready to use career information well and may need more career experiences before they can become ready to make career decisions. Twenty-three percent scored between the 26th and 50th percentiles, 34 percent scored between the 51st and 75th percentiles. Fifteen percent scored between the 76th and 100th percentiles, which indicates that these students are able to apply career information to self and are ready to make career decisions.

Figure 1.02
Career Development Attitudes (CDA)
Percentile Scores

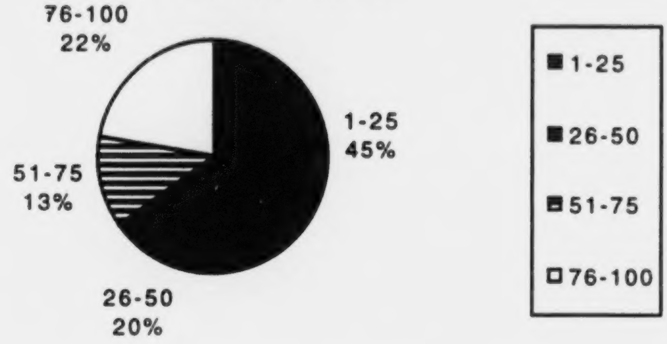
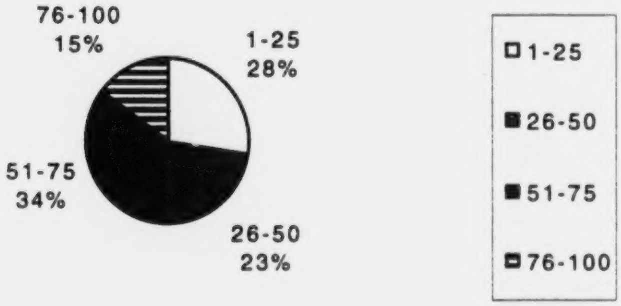
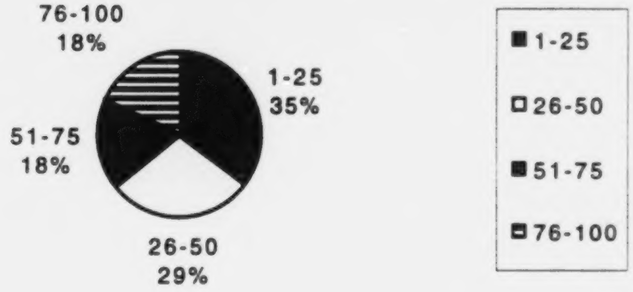


Figure 1.03
Career Development Knowledge (CDK)
Percentile Scores



Career Orientation Total is an indicator of overall vocational maturity and readiness. On this scale, 35 percent scored between the 1st and 25th percentiles, 29 percent scored between the 26th and 50th percentiles, 18 percent scored between the 51st and 75th percentiles and 18 percent scored between the 76th and 100th percentiles (see Figure 1.04). These scores indicate that approximately two-thirds of the students enrolled in Career Connections required one to one career counseling to enhance their career readiness and to help them take advantage of CC-sponsored activities such as mentoring, internships and employer forums. This was confirmed by information in the case notes, student surveys and interviews.

Figure 1.04
Career Orientation Total (COT)
Percentile Scores



Of 94 cohort participants, 85 completed the Coopersmith Self-Esteem Inventory. The Adult Form was used, which is geared for persons aged 16 and above. Participants had a slightly lower score on the Self-Esteem Scale than their normative group. Scores for participants ranged from 4 to 96, with 68 as the mean score and a standard deviation of 21. In comparison, the scale mean for adults between the ages of 20 and 34 is 72 (with a standard deviation of 19 and a median of 76).

In summary, the students enrolled in Career Connections were typically nontraditional age, white students who had above-average grades, but were generally more limited in career readiness and decision-making skills than their nondisabled peers. These students also had slightly lower self esteem than their nondisabled peers.

Staff Participants

Career Connections worked with University staff who represented career development/placement offices, Student Employment, advising units, Admissions, Alumni Association, academic departments, diversity units, and many other offices. Campus professionals self-selected to participate by attending workshops presented by CC staff and by requesting consultation or follow-up site visits after attending such events. Although Career Connections provided training to almost 2,000 campus professionals, data were collected on two sub-groups, the "core group" (n=90), who attended the first overview workshops offered, and "other campus professionals" (n=83), who attended other CC-sponsored workshops offered in the first and second year. The core group represented 46 units and the other campus professionals represented 56 units. See Appendix E for a list of the departments represented by these groups. The numbers surveyed each year decreased due to staff leaving or moving to other departments (See Table A1 in Appendix A).

Components of Project

(See "Project Activities and Accomplishments, p. 19, for detailed presentation of activities under the various project components.)

Training and Orientation

Career Connections offered a two-pronged approach to service delivery: training of campus staff and community employers and providing direct services to students. The training component of the project was designed to teach campus service providers and community business persons how to work with people with disabilities. The premise of the training was that professionals must be prepared to share responsibility in removing barriers to provide physical, environmental, informational, and attitudinal access.

Employers on Campus

Career Connections brought employers to campus in a variety of ways. Employer forums involved a panel of employers meeting with small groups of students to discuss career-related topics. Disability networking luncheons involved professionals with disabilities having lunch with students who have disabilities to discuss disability-related issues in the workplace and to develop networks. Career Connections worked collaboratively with the College of Liberal Arts Career Development Office (CLA/CDO) to promote diversity in hiring at the annual job fair. Career Connections also developed an employer network — a group of employers who expressed interest in providing informational interviews, job shadowing experiences, and other career experiences for CC students. Finally, Career Connections developed a professional directory, which lists professionals with disabilities who are willing to discuss career issues with individual students.

Interagency Agreements

One of the goals of Career Connections was to ensure that developments made in increasing access on campus would not relapse once the project ended. Interagency agreements were developed for this purpose. Career Connections and the College of Liberal Arts Career Development Office (CLA/CDO) developed an agreement to continue to work collaboratively to develop the career potential of students with disabilities. Student Employment, a division of University Human Resources, agreed to work collaboratively with Disability Services/Career Connections to accommodate students in the application, referral and interviewing processes. Office of Student Financial Aid (OSFA) agreed to provide a financial aid counselor to address the needs of students with disabilities and to collaborate on training new OSFA staff on disability issues. An agreement with Division of Rehabilitation Services was in effect before the project and has been renewed each year.

Career Services to Students

The second part of the two-pronged approach was geared toward direct career services to students with disabilities. Students enrolled in Career Connections met with project staff to develop individualized career plans based on interviews with the students and on results from standardized assessments. Students then could elect to participate in the following programs sponsored by Career Connections: a) Career Development Course Sequence, a three-course sequence in career planning, job seeking, and internship experience; b) Mentoring Program; c) Employer Forums; and d) Internship Program. Students were encouraged to use their college career offices for additional services, but if the student needed more specialized services than those provided by the regular career development offices, project staff provided them. These services included: a) Career Counseling and Assessment (in addition to the CDI, CDS and Coopersmith, Career Connections offered an array of career assessments); b) Informational Interviewing and Job Shadowing; and c) Job Search Assistance. Students could participate in Career Connections throughout their time at the University and could return as alumnae/i for job search assistance. See the Student Programs Packet in Appendix F for a more complete description of the services provided to students.

Technical Assistance

Technical assistance, via phone, on-site consultation, and correspondence, was provided to professionals who participated in CC workshops and to mentors participating in the mentorship program. Technical assistance was also provided to staff from other colleges and universities.

Advisory Committee

The advisory committee met three times per year and consisted of campus staff, community agency personnel, and community employers.

Dissemination

Career Connections produced an annual newsletter and annotated bibliography, articles for publication, training manuals, and a job accommodation handbook. Staff also presented at numerous state and national conferences.

Project Management and Support

In the first and second years of the project, professional staff consisted of a full-time project director, a full-time career services coordinator, two half-time graduate assistants and a dissemination coordinator. Disability Services staff also contributed time to the project, including the director of Disability Services (DS), who served as principal investigator; an assistant director, who served as training consultant; and the DS counselors, who referred students to the project, participated in development of the program plans, and consulted with the career services coordinator regarding individual student issues. In the third year of the project, the project director's time committed to the project was reduced, but a half-time training coordinator was added to handle the numerous requests for follow-up training and consultation. At this time, the career services coordinator also took on duties as DRS (Division of Rehabilitation Services) liaison, which complemented her work as career services coordinator.

In the first year, all project staff reported to the project director. In the second through fourth year, one of the graduate assistants reported to the career services coordinator. The project director reported to the director of Disability Services, who in turn reported to the Associate Vice President for Student Affairs. The project director was a member of the management team for Disability Services and became an assistant director of the department. Having the project director as part of the management team provided the opportunity for integration of project activities into the department.

The project received monetary support from Disability Services and the Office of the Vice President for Student Affairs. Disability Services also provided in-kind support, such as office space, computer equipment and software, technical computer support, and accounting. The project also obtained small grants from the University Community Building Project, for a mentor celebration, the ADA and U conference, and the Job Fair and Diversity efforts. Corporate support was obtained for one of the disability networking luncheons. The project director managed the budget, with support from the department's accountant. All fiscal matters and official documents (e.g. continuation applications) were processed by the University's grant office, the Office of Research and Technology Transfer. A staff member from this office served as a consultant to the project regarding financial reporting and official guidelines for funded projects.

Continuation of the Model

Since the beginning of the project, a high priority was to design a program that would become integrated into existing services and therefore continue beyond the grant period. Career Connections has become an integral part of Disability Services, with DS staff collaborating with Career Connections on student services and on training. Many of the activities which were developed during the grant are continuing: individualized career counseling; career exploration; mentoring program; and internship/job search assistance.

Disability Services has an ongoing contract with Division of Rehabilitation Services (DRS) to serve as a liaison between the University, the student, and DRS. Because these duties fit well with the mission of Career Connections, it was determined that the career services coordinator should also be responsible for DRS activities on campus.

In addition to the DRS liaison, Career Connections works with Careers On-Line (another OSERS project) to build on the work of Career Connections. Careers On-Line offers students with disabilities opportunities to access on-line career-related information. This project builds on Career Connections by providing up-to-date job and internship postings, information on adaptive technology products, referrals to resume services, listings of career development offices on campus, and job accommodation information.

The training and technical assistance activities of Career Connections have also continued through the efforts of a new unit within Disability Services entitled Training and Technical Assistance. This training unit uses the career development and employment manual developed by Career Connections for training on campus and in the community.

Project Evaluation

Career Connections staff have invested considerable time and energy into project evaluation. Staff believed that if this was to be a model project to be replicated by others, that evaluation was a central, not a peripheral activity. In year one, the project director served as the coordinator for evaluation activities and wrote the evaluation plan. A research assistant collected, analyzed, and developed displays of the data. The dissemination editor wrote the formative evaluation report. In years two and three an external evaluator was employed, who wrote a formative evaluation report, advised staff on the summative evaluation, analyzed survey and interview data, and wrote sections of the final report. See Appendix A for a complete description of the evaluation methods, tools, and procedures.

ACTIVITIES AND ACCOMPLISHMENTS

In this section, activities and accomplishments for each objective in the original proposal will be described, along with discussion of what changes were made and why. Page numbers from the original proposal are cited and changes to the original objective are noted in italics. Note that in most cases, accomplishments are reported only for the original three-year grant period. However, for activities funded by the fourth-year no-cost extension, accomplishments are reported for all four years.

Data for this section of the report were obtained from an extensive database developed for the project which is described in detail in Appendix A.

Training and Orientation

Objectives 1.1 and 1.3 are discussed together, because they are so inter-related.

Objective 1.1: Disabilities Seminars (p. 11)

During each academic quarter in each project year (3 times per year), offer a one-half day training seminar, providing overview of key issues. Each of the 3 seminars will be repeated 2 times.

This objective was revised with permission from the program officer to read: During each academic quarter in each project year (3 times per year) offer a *2 hour overview workshop and a 1 1/2 hour follow-up workshop* on a specific topic. *In addition, offer a 1 1/2 hour workshop through an existing departmental program at least once a year.*

Objective 1.3: Follow-up Sessions (p.13)

Twice each quarter after January, 1992, provide small group follow-up to campus trainees and mentors.

Activities

In determining training needs of campus departments, project staff found that it was more productive to offer overview workshops which addressed general disability-related information such as disability types and workplace accommodations. They then tailored follow-up workshops to the specific needs of departments. Other organizations and departments frequently co-sponsored workshops with Career Connections.

Career Connections reached significantly more people through training than originally proposed. The proposal indicated that by the end of the project, staff would reach 400 individuals in seminars and follow-up sessions. By the end of the four-year grant period, 1,839 individuals had received training through workshops and 482 through graduate courses. An additional 1,900 individuals were reached through conference presentations, which are discussed further in the dissemination section.

Table 2.01 below summarizes the training. See Appendix B, Table B6 for a complete listing of the presentations given.

Table 2.01

Types of Training	Number reached
Workshops	1,839
Graduate courses	482
Conference Presentations	1,900
Total	4,221

Accomplishments

In year one, 3 overview workshops were held, geared for campus staff, on the topic of career development and disability. A 3-day conference on the ADA was also held. This was a major collaborative effort in which 9 campus units planned the event and 205 people participated. See Appendix D for the program.

In year two, 6 overview workshops were held on: a) disability in the workplace (co-sponsored by Student Employment, for campus employers); b) expanding career options (for campus staff); c) learning disabilities and psychiatric disabilities (for campus staff); d) the ADA (co-sponsored by the University ADA task force, for Deans and EEO officers); e) career counseling and advising students with disabilities; and f) hiring a diverse workforce (co-sponsored by the College of Liberal Arts Career Development Office and the Martin Luther King program) for community employers. Two follow-up workshops were provided (Alumni Relations staff and Housing Services staff). In addition, the Office of the Vice President for Student Affairs invited Career Connections to present a workshop to all Student Affairs directors. Finally, two follow-up sessions for mentors were offered the first two years of the program. Formative evaluation indicated that some mentors and students did not believe this was necessary and others did not feel they had time to participate in monthly group sessions. Therefore, group sessions were discontinued. However, individual monthly follow-up calls (described under objective 1.4) were conducted in years three and four.

In year three, four overview workshops were held on: a) communicating with people with disabilities; b) employing people with disabilities; c) hiring a diverse workforce; and d) a train-the-trainer presentation. Seven follow-up workshops were offered, including mentor/student workshops and workshops developed specifically for community employers.

Career Connections also responded to numerous requests to speak to graduate classes at the University and at other universities in the metro area. See Appendix B, Table B6 for a listing of the guest lectures conducted.

In year two, a student trainer program was developed. Seven students with disabilities were hired and trained to serve as co-facilitators at CC workshops. Five additional students were trained in year three. Their involvement was a major contribution to the success of the workshops.

Objective 1.2: Mentorship Training (p.13)

> In consultation with PWI, University Alumni and placement counselors in the University network, identify and recruit 18-24 career mentors each year from the public and private sectors for individual students. Each year conduct 3 to 6 mentoring training seminar for small groups of mentors.

Mentorship training is discussed under Objective 4.7.

Objective 1.4: Individual Follow-up with Trainees and Mentors (p.14)

> Initiate monthly phone follow-ups with each trainee and mentor for individual problem-solving or requests for further information.

Activities/Accomplishments

Considering the large numbers of people trained through CC workshops, it was impossible to follow up with each one individually. Staff sacrificed depth for breadth in the first two years, capitalizing on the tremendous interest generated by the passage of the ADA.

In years one and two, all workshop participants were given an opportunity to complete a feedback form (See Appendix C) at the end of the workshop in which they could request further information or a visit to their department by CC staff. All those who requested such assistance received telephone follow-up. In a number of cases, this resulted in on-site consultation in years two and three. Follow-up is also discussed under Technical Assistance later in this section.

In year three, the focus of follow-up was in identifying key campus and community constituents who would further the work developed by Career Connections. These included the College of Liberal Arts Career Development Office (CLA/CDO), the Office of Student Financial Aid (OSFA), and State Services for the Blind (SSB). Collaborative work with these offices is discussed further under Interagency Agreements and in other sections of the report.

Individual follow-up was conducted for mentors and their student mentees. Mentors and student mentees were contacted by telephone midway through the pilot program in years one and two and more often in cases where it was needed. As a result of participant evaluations, Career Connections followed up with mentors and student mentees in years three and four via the telephone on a monthly basis to assist in problem-solving and to ensure student/mentor participation.

Objective 1.5: Training manual (p. 14-15)

By month 11 of year one, have compiled the first draft of a training manual which brings together all seminar materials, background readings, and procedures assembled in the first year.

By month 6 of year two, have attached appropriate narrative and explanatory material so that training manual has shape and substance apart from local application.

By month 12, year two, circulate draft of training manual to volunteer network members, mentors, and colleagues on other campuses for formative reaction preparatory to revision.

By month 9, year three, have revised and completed training manual ready for dissemination via ERIC and conference mailing lists at cost.

Activities

The training manual consists of information on disability types, disability-related legislation, tips for enhancing communication and interaction with persons with disabilities, possible accommodations, and career-related information. The manual has a script with visuals shown alongside of the script which describe handouts and overheads. Handouts and overheads are also supplied. In the field-test version, there were two parts to the manual: the first geared toward campus career-related staff and community employers and the second geared toward mentors and student mentees. The two parts were later split into two separate manuals: "Putting Ability to Work: Career Development and Disability" and "The Mentoring Experience." The mentoring manual consists of information on how to develop a mentoring program and includes two workshops used for training mentors and student mentees. See Appendix F for the table of contents of the manual.

Accomplishments

A draft of the training manual was completed, with attached narrative, in month 3 of year two. Career Connections immediately began distributing copies of the manual for review and field-testing. Forty-three colleges, universities and agencies in 20 states received the field-test version and 13 returned field-test review forms. See Appendix C for training manual field test forms.

The final version of the training manual, "Putting Ability to Work" was completed by month 2 of year three, ahead of schedule, and was then disseminated nationally.

The second training manual, "The Mentoring Experience" was completed in month 5 of year three. Although it was not part of the original objectives, project staff began work on a third training manual, which addresses job search techniques for students/graduates with disabilities, which will be completed in Fall of 1995. This third training manual will be a compilation of information and materials for students developed by the project.

Project staff provided a train-the-trainer workshop on use of the manual, "Putting Ability to Work," for the other campuses in the University of Minnesota system and at a pre-conference session at the 1994 AHEAD Conference. Although it was not part of the original proposal objectives, CC staff had planned to develop a video to be used as a companion to the manual, but did not have enough staff time available to follow-up with that idea.

Employers on Campus

Objective 2.1: Campus Forums with Employers (p.16)

Six times in each of three project years, bring employers from the community to campus to provide information to students and staff and to enter into informal mentoring relationships for follow-up.

Activities/Accomplishments

To expand student participation and to avoid duplication of effort, Career Connections revised the objective in December of 1991, with approval of the program officer.

Career Connections will develop a collaborative model for the forums, in which Career Connections jointly sponsors such forums with the College of Liberal Arts Career Development Office (CLA/CDO).

Career Connections held some forums in cooperation with CLA, resulting in integrated sessions in which disabled and nondisabled students participated together. By actively seeking people with disabilities to present at CLA/CDO events, both disabled and nondisabled students learned about the variety of occupations in which people with disabilities work. This was an excellent format for some topics which were common to both groups.

In year one, 5 forums were held on topics such as "Disability in the Workplace" and "Hot Careers in the 90's". Career Connections had no difficulty recruiting employers to participate. However, student participation was low, with 32 CC students participating in year one (additional non-CC students participated). Three forums were held in year two, with similar participation by students. Career Connections co-sponsored, with the Disabled Student Cultural Center (DSCC), two luncheons and a breakfast for students and representatives of disability groups in private companies in the Twin Cities. Corporate sponsorship was provided for one of these events.

A major effort begun in the winter of year two was the development of an employer network. Employers in the metro area received an interest form (see Appendix C) in their packet of materials at the CLA job fair. The interest form listed ways they could become involved with students of color and students with disabilities. More than 40 employers returned the form, often expressing interest in several activities, such as providing informational interviews, hosting a workshop, and speaking at a forum. Employers were contacted when their interests coincided with needs of CC students. These employers, along with other contacts made by CC staff, made up the 250 employers in the CC Employer Network (The network was made up of representatives from 179 community businesses and nonprofit organizations and 77 University departments (see Appendix H for a list of organizations represented).

By year three, it became evident that the best way to bring students and employers together was on an individual basis related to the career interests of the student. Thus a professional directory was developed, which lists working professionals with disabilities who are willing to meet with students for informational interviewing, job shadowing, or to discuss disability issues in the workplace. This directory was disseminated to rehabilitation counselors, Disability Service counselors, and campus academic advisers. Project staff also continued to refer students to nondisabled professionals in the CC Employer Network on an as-needed basis.

Objective 2.2: Monthly Individual Sessions with Project with Industry (p. 16)

> Once each month, from January, 1992 through June, 1994, the project will host a formal on-campus meeting involving Project with Industry personnel, participating students as invited or arranged, and core staff from the project and appropriate career or placement office.

Activities/Accomplishments

Beginning in January, a Project with Industry (PWI) representative began spending 1/2 day per month on campus to meet with students. However, not enough students took advantage of the opportunity to warrant the time she spent on campus. Therefore, Career Connections made arrangements to refer students to PWI when appropriate. Project staff referred 31 CC students to PWI during the three-year grant period. This referral model continues up to the present.

Career Connections has worked with PWI in other ways as well. Three PWI staff have been members of the CC advisory committee and several PWI staff have attended CC workshops. Also, PWI provided Career Connections with their mailing list of 500 employers which Career Connections used to invite employers to the workshop on hiring a diverse workforce held in conjunction with the CLA job fair. In addition, PWI exhibited at the CLA job fair which Career Connections co-sponsored.

Objective 2.3: Career Fairs (p.17)

> Each project year, identify among the various on-campus career fairs three to be targeted for special enrichment in view of the special placement and career needs of students with disabilities. For each targeted career fair, recruit at least two persons with disabilities in relevant career areas to represent their companies.

Activities

In the fall of year one, Career Connections discovered that this objective was not realistic for three reasons. First, most career fairs on campus had graduate schools exhibiting, not employers. Second, career fairs were planned a year in advance and it was too late to collaborate for year one fairs. Third, recruiting people with disabilities to exhibit was unrealistic because certain people in an organization (college recruiters) were assigned the task of exhibiting at campus career fairs. It would have been unrealistic for someone in another position to take on that role simply because he or she had a disability. Therefore, with permission from the program officer, the objective was revised in December of 1991 to focus on student participation in career fairs. The objective reads:

> *Three to six students per year, who are participating in Career Connections, work as volunteers at targeted career fairs. Each year, 50% of participants will attend a career fair.*

Accomplishments

Project staff encouraged participants to attend their college's job fair. Since the majority of CC participants were enrolled in the College of Liberal Arts, that college's job fair was especially targeted for student participation. Students were encouraged to attend job fair orientations in which disability-related information was provided. Approximately 30 CC students attended or volunteered at career fairs. It was very difficult to obtain accurate or complete information on participation, because most fairs were very open and lists of participants were not necessarily kept. Career Connections tried to gather this information in its bi-annual telephone follow-up of all CC students, but not all students were reached.

A major development in years two and three was a collaborative venture with the CLA Career Development Office, Career Connections, and the Martin Luther King program to place a special emphasis on diversity at the CLA Job Fair. The collaborative effort has since expanded to include two additional campus units: the Gay, Lesbian, Bi-Sexual, Transgender Office, and the Office of Special Learning Opportunities (OSLO -- an internship referral program). Each year a special letter went out to 1000 employers informing them of the opportunity to meet students of color and students with disabilities at the job fair and a simultaneous recruiting effort went out to students. Orientation sessions were offered jointly by Career Connections and CLA for students, and a workshop entitled "Hiring a Diverse Workforce" was presented to 135 employers (over three years) who were planning to attend the career fair. This workshop addressed disability issues in the hiring and recruiting process. From year two through year four, 210 companies/organizations exhibited at the career fair.

Interagency Agreements

Objective 3.0: Interagency Agreements (p. 18)

Over the 3 years, negotiate and codify cooperative agreements with public agencies and university offices. (p. 18)

Activities

Career Connections' original plan was to develop agreements with targeted organizations each year. It quickly became clear that a better approach would be to establish and nurture relationships from the beginning with the organizations targeted for the three years. Once those relationships were fully developed by year three, agreements could more easily be negotiated.

Career Connections targeted the CLA Career Development Office because 59% of Career Connections students were from CLA. The other colleges each had less than 8% of CC students.

Other targeted organizations were the Office of Student Financial Aid, which administered Student Employment at that time; Project with Industry, and State Services for the Blind. The Division of Rehabilitation Services already had a written agreement with Disability Services.

Accomplishments

CC staff visited all of the area offices for the Division of Rehabilitation Services to provide information on DS and CC services. CC staff worked cooperatively with DRS to ensure coordinated service delivery and to avoid duplication of services.

An interagency agreement was developed with the CLA Career Development Office (CLA/CDO) which states that Disability Services and CLA/CDO will continue collaborative efforts such as the Job Fair and Diversity program and the recruitment of people with disabilities to present at CLA Employer Forums. CLA/CDO and Career Connections also agreed to consult with each other on disability-related employment issues.

An agreement was developed with Student Employment which is now part of University Human Resources. This agreement states that students with disabilities (for whom it is determined a reasonable accommodation) will be able to reduce the number of credits for which they are registered and still be eligible for student employment. Other areas addressed in the agreement include placement assistance and accommodation procedures for the application, screening and referral processes. This agreement appears in the Disability Services guidebook "Access For Employees With Disabilities" which all departments received. See Appendix I for copies of these two agreements which have been completed.

The Office of Student Financial Aid (OSFA) was ready to sign an agreement when a new director was hired. Under the new director, OSFA has agreed to provide a financial aid counselor to meet the specific needs of students with disabilities. The financial aid counselor has office hours in Disability Services twice a week. OSFA has also agreed to provide joint training with DS to OSFA staff on disability-related issues. Additional issues are still under discussion, such as reducing credit loads while maintaining financial aid packages and providing more flexibility in financial aid packages. For example, a student with a psychiatric disability may receive financial aid fall, spring and summer sessions instead of the traditional fall, winter and spring quarters.

Change in personnel was the major barrier for developing written interagency agreements. Project staff met with both PWI and State Services for the Blind regarding a possible interagency agreement. However, in both cases there were personnel changes before enough work had been done to result in a written agreement.

Career Services to Students

Career Connections viewed career services on a continuum from minimum to maximum investment on the part of the student and from minimum to maximum involvement on the part of the counselor. Career Connections' philosophy was that, while project staff provided opportunities, encouragement, and support, the responsibility and the initiative must come from the student. Some services, such as mentorships, job search assistance and internship development, were contingent on student commitment. See Figure 2.01 on the following page for the continuum of services offered. Every effort was made to inform students of opportunities available through Career Connections. For example, a newsletter was mailed to students before the start of each quarter. See Appendix F for sample copies of "Highlights."

Although Career Connections enrolled a higher number of students than originally expected and these students expressed high satisfaction with the services provided, Career Connections experienced low participation in many of the activities offered, particularly group events. Some students RSVP'd for an event and then canceled at the last minute or did not show up. Part of the problem seemed to be that students were over-extended. They were going to school, working full-time, and for some, looking after families as well.

CC staff researched this problem by talking with other career offices on campus and with other OSERS-funded projects. All of the people contacted had experienced similar problems. In fact, the percentage of students participating in CC-sponsored activities was greater than the percentage of students participating in general career-related activities at the University of Minnesota. For example, in year two, 14% of CC students participated in job fair orientations co-sponsored by Career Connections and the College of Liberal Arts (CLA) Career Development office in preparation for the CLA Job Fair. Less than 1% of the general CLA student population participated in the job fair orientations.

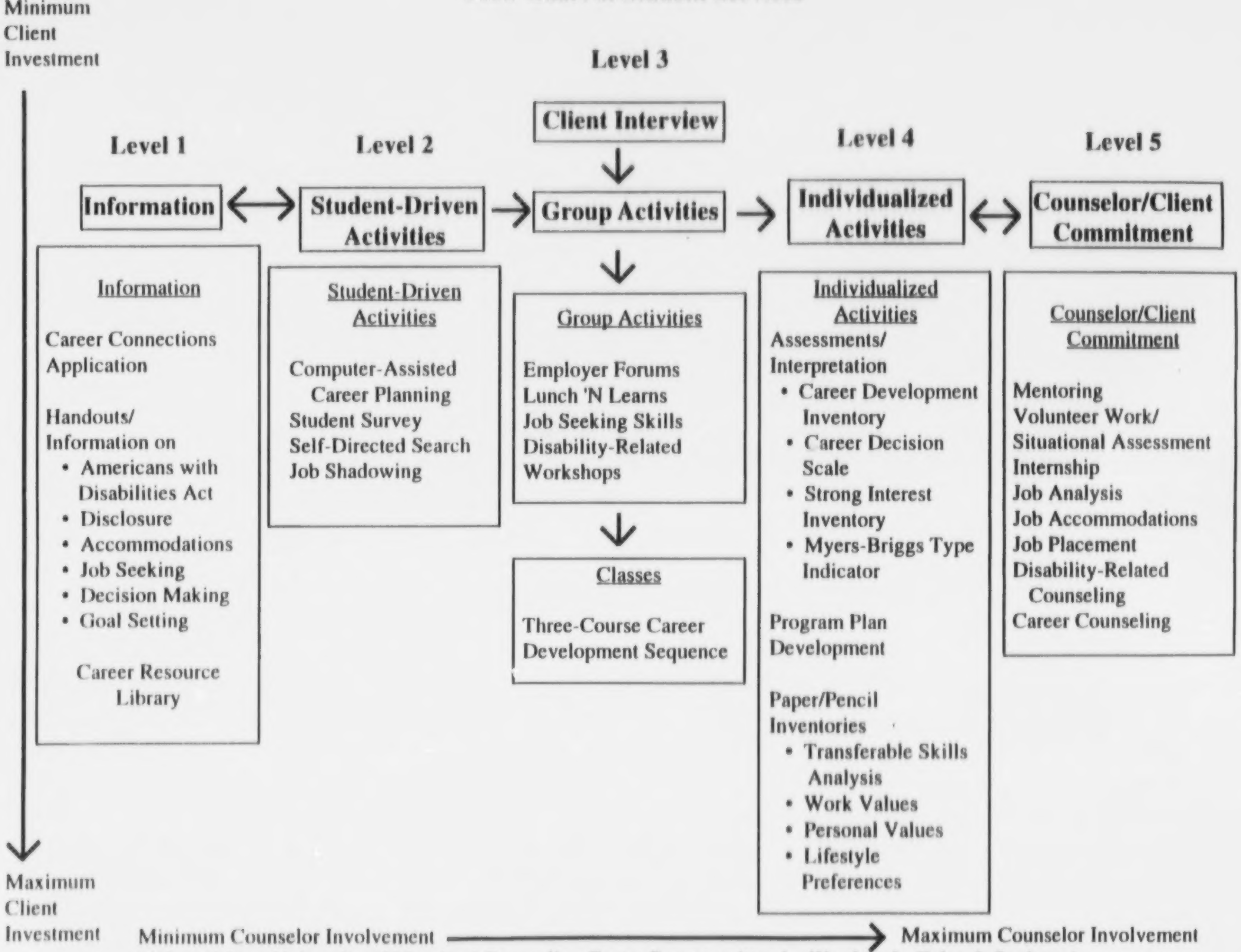
In discussing the objectives below, numbers quoted cover the original three-year grant period, and are for the students in the three cohorts only; they do not include students who used Career Connections on a drop-in basis unless otherwise noted.

Objective 4.1: Selection of Students (p.19)

In each of three project years, by September 30, identify, recruit, and select 25-30 disabled student participants who are juniors or seniors.

With permission from the program officer, this objective was revised to read: In each project year, identify, recruit and select *30-40* disabled student participants *who have earned at least 60 credits.*

Figure 2.01
Flow Chart of Student Services



Minimum Client Investment

Level 1 — **Information**

Information

Career Connections Application

Handouts/ Information on
- Americans with Disabilities Act
- Disclosure
- Accommodations
- Job Seeking
- Decision Making
- Goal Setting

Career Resource Library

Level 2 — **Student-Driven Activities**

Student-Driven Activities

Computer-Assisted Career Planning
Student Survey
Self-Directed Search
Job Shadowing

Level 3 — **Client Interview** → **Group Activities**

Group Activities

Employer Forums
Lunch 'N Learns
Job Seeking Skills
Disability-Related Workshops

Classes

Three-Course Career Development Sequence

Level 4 — **Individualized Activities**

Individualized Activities

Assessments/ Interpretation
- Career Development Inventory
- Career Decision Scale
- Strong Interest Inventory
- Myers-Briggs Type Indicator

Program Plan Development

Paper/Pencil Inventories
- Transferable Skills Analysis
- Work Values
- Personal Values
- Lifestyle Preferences

Level 5 — **Counselor/Client Commitment**

Counselor/Client Commitment

Mentoring
Volunteer Work/ Situational Assessment
Internship
Job Analysis
Job Accommodations
Job Placement
Disability-Related Counseling
Career Counseling

Maximum Client Investment

Minimum Counselor Involvement → Maximum Counselor Involvement

(Adapted from University of Maryland Counseling Center Report written by Westbrook, Gelso & Spokane.)

Activities

The number of students was increased, based on feedback received from reviewers of the proposal that the project should serve a *larger number of students*. The timeline was changed because it was determined that selection of students would be integrated better into the department (DS) if enrollment could be on an ongoing basis throughout the year. To increase the number of student participants, the criteria of 60 credits was used, which includes some sophomores. A few students with less than 60 credits were selected to participate because they appeared ready to benefit from the program (see Table B4 in Appendix B for a profile of CC participants).

Criteria for participation in the project was explained to DS counselors, who then referred eligible students to Career Connections. Students who applied and went through the assessment process were placed in a cohort. A new cohort was started at the beginning of spring quarter of each year. A drop-in option was provided for students who needed only minimal services or who did not want to make a commitment to complete an assessment and a program plan. These students came in for a limited time for one specific service (e.g. assistance with a resume) and were not placed in a cohort (see the Introduction Section for demographic information on the students using CC services and their status at entrance).

By the third year, it became evident that the drop-in model was more attractive to students than the cohort model. They could access services on their own terms without making commitments up front. By the end of the third year, all services were available on a drop-in basis. Thus, although the number of students in a cohort decreased each year, the number of drop-ins increased. The concept of "drop-in" changed to "ongoing" services, as many drop-in students sought services on a regular basis.

Accomplishments

By the end of the third year, 94 students had been selected for Career Connections and became part of the cohort services. An additional 37 students used Career Connections on a drop-in basis. Thus Career Connections surpassed both its original goal of serving 75-90 students and its revised goal of serving 90-120 students. See Appendix C for a copy of the application form used.

Objective 4.2: Program Plan (p. 20)

For each new participant each year, develop a written implementation (program) plan indicating which project services are appropriate and to be implemented.

Activities

After students completed an assessment (described in objective #4.4), they met with their Disability Services (DS) and CC counselors to write a program plan. This plan outlined the major career issues they wished to address, their goals, and the CC activities in which they wished to participate. See Appendix C for a copy of the program plan.

Accomplishments

By the end of the grant period, 94 program plans had been completed. When Career Connections moved to a drop-in model, preparation of a formal program plan was discontinued. This was done because the program plan was not a dynamic instrument which truly reflected students' goals as they changed over time. Students reported that they wanted more flexibility in how Career Connections met their career needs.

Objective 4.3: Program Plan Updates (p.20)

In project years two and three, review individual (program) plans and preview appropriate activities for students who have not graduated or who, having graduated, might appropriately continue program plan into period just after graduation.

Activities

When follow-up calls were made to all CC students in January and June of each project year, students who were due for a program plan update were invited to come in to update their plan. Letters inviting them to come in were also sent at this time. A number of students chose not to update their plans for a variety of reasons (e.g. some students had not begun working on their programs and felt that they had nothing to update; other students had been active users of Career Connections and felt that project staff were aware of their activities and there was no need for a formal update).

Accomplishments

Of the 41 students who were due for an update during the grant period, 20 were completed. The remaining students were either inactive or had completed their participation in Career Connections before updates were due.

Objective 4.4: Career Development Assessment and Consultation (p. 20)

For students not already in possession of current and extensive equivalent, provide for each new project participant by January 30 of each project year a career diagnostic (development) assessment and consultation.

With permission of the program officer, this objective was revised in December of 1991 to read:

> *For all students participating in the project*, provide by January 30 of each project year, a career diagnostic assessment and consultation.

Activities

CC staff wanted to have standard information on all students entering the program on which to base the program plans and to describe the population served to others in the field. As explained earlier, students entered the program throughout the year, so rather than complete assessments by a certain date, they were done on an ongoing basis as students entered the program.

After students applied for Career Connections and before a program plan was written, students were given the standard assessment battery described in the Introduction. They also were given an informal survey developed by project staff, which covered disclosure, use of accommodations, knowledge of legal rights, and use of/satisfaction with career-related services at the University. See Appendix C for a copy of the informal student survey. This survey is discussed at greater length in the Evaluation Methods section of this report, and the results of the survey are discussed in the Outcomes section.

After students completed the assessment, they met with their Career Connections and Disability Services counselors for an interpretation of results. This was done at the same time as the development of the program plan, so that assessment results were used to help students determine which CC activities would best meet their needs.

Accomplishments

Early in the project, all cohort participants were expected to complete the career assessments and the self-esteem assessment. However, staff became concerned that, for a few students, having to complete the assessment would have been a hindrance to further participation in Career Connections. As a result, CC staff continued to present the assessment as part of the routine in entering Career Connections, but provided an "out" for those few students for whom it seemed inappropriate. On the other hand, some students were interested in additional assessments. Career Connections offered an array of career assessments to both cohort and drop-in students, including the Myers-Briggs Type Indicator, Strong Interest Inventory, Campbell Interest and Skill Survey and the Minnesota Importance Questionnaire.

Objective 4.5: Career Development Course Sequence (p. 21)

Each student participant enrolls in and at least 75% complete, a 3-quarter long career development course sequence. The sequence will be offered in each of 3 project years.

With Permission from the program officer, this objective was revised to read:

For each participant, *for whom it is consistent with their program plan*, enrolls in and at least 75% complete a 3-quarter career development course sequence.

Activities

When Career Connections began working with students, it immediately became evident that it was not realistic or even appropriate to expect all students to take the course. Some students did not need the course, but a greater number of students felt they could not take it, because they could not fit it in their schedule, they couldn't afford the tuition for the course, or they weren't willing to invest time in the course when the credits did not count toward graduation (at that time).

The three-course sequence (2 credits per course) consists of a career planning course, in which students explore their interests, values, needs and learning style as they relate to occupational choices; a job seeking course, in which students learn to write resumes and cover letters, develop interviewing techniques, and use job search strategies; and an internship experience. Disability issues are covered in all three courses, such as disclosure options, legal rights, and reasonable accommodations. See Appendix J for course syllabi.

Accomplishments

In year one, 12 CC students selected the course sequence on their program plan. Of these, 12 took the career planning course and 100% completed; 10 took the job seeking course and 100% completed; and 7 took the internship course and 86% completed. In year two, 6 CC students selected the career planning course on their program plan. All 6 enrolled in and completed the course (additional non-CC students took the courses). The other two courses did not run that year due to low student enrollment. In year three, not enough students registered for the course, so the course was canceled.

During year three, CC staff worked with appropriate campus committees to gain approval for the course to apply toward graduation credit. It was expected that this would be an added incentive for students to take the course. Career Connections explained the course on their visits to Division of Rehabilitation Services (DRS) offices and encouraged DRS counselors to fund students for the course. The courses were approved for graduation credit but not in time for an announcement in the course bulletin. Despite numerous efforts to notify students of the change, inadequate registration resulted in the course sequence not being offered in year three. Disability Services will continue to promote the course and make it available beyond the grant period with sufficient registration.

Objective 4.6: Internship Experience (p.22)

> By April 1 of each project year, new participants will identify and begin an internship on or off campus in an area appropriate to their training, major of study, and career aspirations. Done in conjunction with course sequence, above, when appropriate.
>
> With permission of the program officer, this objective was revised to read:
>
> *By June 15 of the first year* and by April 1 of the second and third years, participants, *for whom it is consistent with their program plan*, will begin an internship on or off campus in an area appropriate to their training, major of study, and career aspirations.

Activities

In the first year, the course sequence began in winter quarter to accommodate startup of the project, pushing the internship course to the summer session. In year two, Career Connections began offering an internship development program (described below) available year-round, so the April 1 date was no longer relevant. It was also determined that not all students would be ready or would want to do an internship and the goal became to assist students to obtain internships if they indicated an internship on their program plan.

Students obtained internships in one of three ways — through the course, through the CC internship development program, or on their own with only minimal assistance from CC staff. The internship development program was started in year two to provide a structured opportunity to develop internships for students not taking the class. Students attended 3 workshops on skill identification, job search techniques, and resume writing. Staff then assisted students in locating sites. In year three, the group workshops were discontinued due to low attendance and replaced with individual sessions with students. A key element to this program was that CC services were contingent on the student doing his or her share of the work involved in an internship search. CC staff worked with existing internship programs whenever possible. See the Student Programs Packet in Appendix F for further description of the internship development program.

Accomplishments

Thirty-one participants selected the internship program and 27 students received assistance in finding an internship site. It should be noted that some students selected the internship program, but then did not follow through with the work involved in obtaining an internship. Also, some students did not indicate an internship on their program plans but later decided to pursue an internship. Thirty-three students completed internships while participating in Career Connections.

Objective 4.7: Mentorships (p. 23)

> By June 1 of the first year of participation, but sooner in most cases, each student for whom it is consistent with the individual plan, will be paired with a mentor who is successfully working in the student's field of interest.

Activities

Career Connections developed a model mentorship program that has been replicated by other departments and organizations. The mentorship program continues to be offered after the grant period. Students are interviewed to determine what kind of mentor would be an appropriate match. Career Connections staff then recruit mentors through contacting professionals in the field and tapping into existing networks, such as the Alumni Association and the CC employer network. Efforts are made to recruit mentors who have disabilities themselves.

During years one and two, mentors were invited to participate in a disability awareness workshop, prior to the mentor/student mentee training. The disability awareness training consisted of descriptions of disability types, communication and etiquette, and possible accommodations used by people with disabilities in academic and work settings. In years three and four, project staff attempted to actively recruit mentors with disabilities who could share both career and disability-related information with students. This reduced the need to provide disability awareness training for mentors. Approximately half of the mentors in year three had disabilities and all of the mentors in year four had disabilities.

All mentors and student mentees participated in a 2 1/2 hour workshop which described the mentorship experience. Topics included the role of mentor and student mentee, expectations, and communication skills. The mentor and student mentee developed a contract outlining their goals for the experience. Then it was up to the student mentee to arrange regular meetings with his or her mentor, either at the mentor's workplace or at some other public setting, such as a restaurant. Mentors and students discussed topics such as how to enter a career field, realities of the workplace, career-decision making, and networking. See the Student Programs Packet in Appendix F for a more complete description of the mentorship program.

Accomplishments

More students participated in the mentorship program than had selected this activity on their program plan. Over the three years of the grant period, 19 students selected a mentorship on their program plans and a total of 34 students were paired with mentors, 10 in year one, 22 in year two, and 12 in year three. Some students participated more than once over the three years of the grant. Everyone who wanted a mentor was paired with one. In year one, the mentorship program ran from April to June. The program was lengthened to run from October to April in subsequent years. Celebrations were held in the spring of years two through four for mentors and students to share their experiences with one another. CC staff received a small community building grant through Student Affairs to fund this event in year two.

Objective 4.8: Part-time Employment

For each participant, for whom it is consistent with the program plan, project staff will work with the University of Minnesota Office for Student Employment to find appropriate placements for part-time paying positions.

This objective was revised to include assisting with a student's job search for a part- *or full-time position.*

Activities

Assistance with part-time and full-time employment continues to be offered after the grant period. CC staff refer to and work with agencies and campus career offices to assist students and graduates from the CC program in finding either part or full-time positions.

The CC philosophy is that Career Connections does not *place* students, but rather, Career Connections assists students in their job search. Students who request assistance are encouraged to participate in the job search assistance program or the job seeking course (see Student Programs Packet in Appendix F). The job search assistance program is the same package of services offered for internship development; students work with a CC staff member to prepare for the job search and to receive assistance in finding leads and in working with Student Employment. However, students are expected to do as much work as the staff does on their behalf in finding job leads. Career Connections' goal is to make students as independent as possible, so staff consider themselves most successful when they prepare students to conduct a job search independently.

Accomplishments

Of the 94 students in a cohort, 43 received job search assistance for part- or full-time jobs. The reason not all participants used this service is that some were still in school and not looking for work, and others did not take advantage of the service. Career Connections developed a job lead notebook, with job postings sent to Career Connections by cooperating businesses. The notebook was not particularly helpful because postings in it became out of date so quickly. This system was discontinued when Disability Services received funding to develop Careers On-Line, which posts jobs on the Internet. Students are now referred to Careers On-Line for job leads.

Project staff have worked with Student Employment on two levels: on an individual student basis and on a policy basis. The project director made a presentation to the University Student Employment task force in July of 1992 and shortly thereafter met with the director of Student Employment to discuss concerns related to the accessibility of Student Employment services. A previously existing task force was revived, which developed an agreement between Disability Services and Student Employment. In addition to working on policy issues, project staff and Student Employment staff met with students on an individual basis to explore reasonable accommodations and possible job openings.

For students who are seeking full-time employment, Career Connections assists them by either referring them to Project With Industry for placement assistance or by working with the students individually to develop self-marketing skills through interview preparation, resume writing and informational interviewing. CC project staff also work with students to identify resources for tapping the hidden job market, counsel them on disclosure options and provide information on employment rights and responsibilities under the Americans with Disabilities Act.

Objective 4.9: Ongoing and Follow-up Counseling (p. 23)

> For each student participant, DS staff provides ongoing counseling and follow-up counseling via at least 18 counseling interviews each year of participation.

With approval from the program officer, this objective was changed in December of 1991 to read:

> For each student participant, *an appropriate number of counseling interviews per quarter will be determined* and written on the program plan. Counselors will provide at least that number of interviews at the initiative of the student.

Activities

Project staff became aware that students didn't necessarily see their DS counselors on a regular basis. Those with mobility impairments often used phone contacts instead of in-person sessions. Others only came in at the beginning of the quarter to make arrangements for accommodations. The CC philosophy was that Career Connections activities should fit well with the way things were done in Disability Services, so that it would be easier to institutionalize the services when the project was over. Therefore, it seemed reasonable that the number of counseling interviews be determined by the student to fit his or her individual needs, as was the case with other DS services.

Another development that affected this objective was that DS counselors did not feel equipped to handle students' career-related needs. When they began talking with students about career issues, counselors were overwhelmed by the amount of need that students expressed. They did not feel they had the time or the expertise to address all of these needs. Therefore, the model was adapted so that the CC career services coordinator and a graduate assistant became the primary counselors for dealing with students' career issues. DS counselors continued to play a role in the development of the program plan, in the program plan updates, and in consulting with the career services coordinator on specific concerns.

Accomplishments

CC counselors had an average of 20 contacts with each participant (cohort and drop-in student) during their involvement with Career Connections. For DS counselors, an average of 22 contacts were made with CC participants during the three-year grant period. Students generally saw their DS counselors for academic accommodations and their CC counselors for career-related counseling and services. With CC's philosophy of encouraging student independence, it became obvious that Career Connections could not control the number of contacts CC and DS staff would have with students, as the initiative was to come from the students. However, Career Connections encouraged involvement by making periodic phone follow-ups and by staying in touch with students through newsletters and flyers about upcoming events.

As of January 1993, a computerized record of all contacts with students was kept, including the type of contact. Disability Services had been keeping these data before, but there was no option for recording career-related contacts. One of the accomplishments of the CC project is that Disability Services is now monitoring itself on the number of counseling sessions held that are focused on career issues. An awareness has developed that this should be a part of ongoing counseling, and career-related issues are now included in the weekly case consultations held at DS student services staff meetings. Counseling themes which Disability Services tracks includes: advocacy, information and referral, academic accommodations, counseling and guidance, and career.

CC staff conducted formal telephone follow-up on all CC students twice a year — in January and in June. Data were collected on career-related activities in which students participated and their job status. See Appendix C for a copy of the follow-up form. This information was entered into the database.

CC counselors have continued to serve as the key counselors for career-related issues. However, they encourage DS counselors to be engaged in the career development process with their students. The number of counseling sessions continues to be determined by the student, with encouragement from staff. The network database system (described in Appendix A) has resulted in a more coordinated approach between DS and CC counselors.

Technical Assistance

Objective 5.1: Technical Assistance (p. 25)

> On a regular and ongoing basis, in pursuit of successful completion of the objectives identified above, provide technical assistance in areas needed to those career, placement, mentor, and internship agencies and individuals working with project students.

Activities

Career Connections provided numerous opportunities for people to access technical assistance. As mentioned earlier, forms on which participants could request technical assistance were distributed at each workshop. In addition, a complete directory of DS/CC staff was distributed. Articles about Career Connections appeared in numerous newsletters, which resulted in many calls and letters.

Accomplishments

During the three-year grant period, project staff provided 75 consultations to campus units. See Appendix K for the units represented.

Career Connections did not have as much opportunity to provide consultation to employers, partly because many students chose not to disclose their disability and therefore project staff were "out of the picture" once the students began the application and hiring process. Also, although project staff assisted students in developing job search skills and leads, students got their jobs independently. It was therefore inappropriate in many cases for CC staff to become involved, unless the student requested it.

Career Connections was inundated with requests for assistance and information from other colleges, universities and community agencies. By the end of the three-year grant period, almost 200 organizations had received assistance. Career Connections provided phone consultation and written materials on request and expanded the materials available from the project to meet expressed needs. See Appendix F for a listing of the materials available and Appendix K for a list of institutions and agencies requesting assistance.

Objective 5.2: Document Technical Assistance (p.25)

> Document technical assistance and materials provided to create a written record of strategies (to be used to develop a manual on accommodations in the workplace).

Activities/Accomplishments

Data collection for the job accommodation handbook, which is described under dissemination objective 7.5, was actually accomplished via interviews. However, a computerized database was established to document numerous activities of the project. See Appendix A for a complete description of this database. Project staff documented all technical assistance contacts, including the name, organization, and address of the person receiving the consultation, along with case notes describing the consultation. Career Connections shared a common database with Disability Services, so that project staff were able to pull up all the consultations provided to a particular person or unit and review consultations made by other staff persons in the department.

Advisory Committee

Objective 6.1: Advisory Committee (p.26)

> By December 1, 1991, form a project advisory committee chaired by the principal investigator and composed of members of the University community, representatives from participating agencies, advocacy groups, and local employers.

Activities/Accomplishments

The advisory committee was formed by October, 1991 and originally included 21 representatives. Since then, the committee has grown to include 34 members, representing community employers, Chambers of Commerce, a large personnel association, community agencies, and units on campus. Past and current organizations represented on the advisory committee are listed in the Acknowledgments.

Objective 6.2: Advisory Committee Meetings (p.26)

In all three project years, the advisory committee will meet bi-annually to provide feedback and suggestions regarding project activities.

Activities/Accomplishments

The advisory committee met bi-annually in year one, but members felt that the committee should meet more often. The committee agreed that three meetings would allow members to become more involved and to make more of an impact. Therefore in year two and following the committee met 3 times per year. Advisory committee members were very active, both in attending meetings and in providing consultation to CC staff on an individual basis.

The first meeting in year one was spent mainly in acquainting committee members with each other, project staff and CC activities. The winter meeting included presentations by CC students and small group brainstorming sessions on ways to collaborate with employers. In the spring, the committee assisted in determining priorities for the formative evaluation of year one. In year two, the fall meeting included small group brainstorming on key issues facing Career Connections. The winter meeting focused on employment issues and featured presentations by two CC students. The spring meeting emphasized networks for students and planning for year three. In year three, the committee became an advisory to the new Careers On-Line project as well as Career Connections. Committee members joined teams in their interest area for small group discussions. For the fall meeting in year four, advisory committee members were invited to a special meeting of the University of Minnesota Student Affairs division in which Disability Services was featured. The second meeting was delayed due to change in project personnel and was held in April. This meeting focused on Careers On-Line, with a hands-on demonstration of its on-line services. Members received certificates of recognition at this meeting. Subcommittee meetings were held in the summer in years three and four. The final report was presented to the advisory committee after the end of the grant period.

Objective 6.3: Continuation of Committee (p.26)

By July 31, 1994, have arranged that the advisory committee will remain constituted beyond OSERS funding.

Accomplishments

With the start of Careers On-Line, another DS project, in October of 1993, the advisory committee became a joint committee for the two projects. At the end of Careers On-Line, the advisory committee will be continued by the career services coordinator (originally a CC position and now an ongoing position) or by the Training/Technical Assistance cluster of Disability Services.

Dissemination

Although dissemination activities were not written as objectives, a timeline for dissemination was outlined in the proposal and will be reported on here. To avoid a lengthy report, activities for years one, two, and three will be described together. The timeline is found on pages 65-68 of the original proposal.

Objective 7.1: Information about the project

Information on the project will be provided each year to clearinghouses, interagency and advocacy groups, campus newsletters, and business association newsletters.

Activities/Accomplishments

Career Connections provided information about the project to all of the groups listed above. Project materials were routinely sent to HEATH, The President's Committee on Employment of People with Disabilities, and the Illinois Transition Research Institute. Career Connections also developed a display board which is still used for poster sessions, information fairs at the University, and CC-sponsored events. The annual CC newsletter was mailed to 1100 individuals, about half locally and the other half nationally. By year three, the newsletter was also distributed on the Internet via World Wide Web. In addition, project staff developed the "CC Student Programs Packet," which describes the student services offered by Career Connections. In the past year, 35 copies of the packet have been ordered. Finally a CC staff member was interviewed by Graduating Engineer. The story appears in the December 1995 issue. For a partial listing of the more than 15 publications in which Career Connections has appeared and for some sample articles, see Appendix G.

Objective 7.2: Articles for Publication

Submit for publication two descriptive articles each in years one and two. In year three submit a proposal for a special issue to the Journal of Job Placement, highlighting projects funded under this grant. Also submit a data-based article on project's outcomes.

Activities/Accomplishments

Five articles have been completed and two are in process. One article, which was published in the Journal of Higher Education and Disability, reports on an international conference at which staff presented on the CC project. (The University of MN Office of International Education and Disability Services funded this trip). The second article completed describes the career counseling approach used by Career Connections and has been accepted for publication in the NASPA Journal (National Association of Student Personnel Administrators). Another article, accepted for publication by the Career Development Quarterly, was done jointly with an OSERS-funded project at the University of Nebraska. This article describes the results of the survey, developed by CC staff, regarding students' disclosure and accommodation practices in the workplace, their knowledge of the ADA, and their use of/satisfaction with campus career-related services. A qualitative study of key career issues for students with disabilities has been submitted to the Journal of College Student Development. A manuscript has been written but not yet submitted on the career development course sequence. Three of these articles were disseminated as a set of working papers. In the past year, 47 people have ordered the working papers. Project staff are writing manuscripts on the following topics: (a) components which contribute to the success of mentoring relationships; (b) successful collaborations between student affairs and academic affairs (i.e. Job Fair and Diversity); and (c) the process of gathering follow-along employment data and preliminary employment outcomes of former CC students. Finally, the plan to do a special issue of a journal was exchanged for the opportunity to contribute to a special issue on transition in Topics in Language Disorders. The program officer, who was editor of this special issue, invited the CC project director to write the article. A list of publications written by Career Connections staff is found in Appendix F.

Objective 7.3: Conference Presentations

Submit 2 proposals for conferences in year one. Submit 3 proposals for conferences in years two and three. In year 3, one of the proposals will be for a pre-conference workshop on replicating the project model.

Activities/Accomplishments

Career Connections far surpassed this objective. By the end of the four-year grant period, Career Connections had presented at 35 conferences. Of these, 8 were state or regional and 27 were national or international. Career Connections reached approximately 1,676 through conference presentations. This included two pre-conference sessions at AHEAD, one highlighting career services to students and the other presenting the *Putting Ability to Work* training manual. Career Connections was also a featured project at the annual meeting of directors of OSERS-funded projects. See Appendix B, Table B6 for a listing of conference presentations.

Objective 7.4: Training Manual

In year one, establish format and begin collecting material for training manual. In year two, continue to develop material for training manual. In year three, complete training manual and develop plans for its use after the grant period.

Activities/Accomplishments

Development of the training manual was discussed under Training Objective 5. In terms of dissemination, the manual was field-tested nationally and was expanded and revised in summer/fall of 1993.

The manual, entitled "Putting Ability to Work," was disseminated in two ways. First, it was advertised at conference presentations and through the CC newsletter and provided to all who requested it at cost. In the past year, 47 copies of the manual have been ordered. Second, staff conducted train-the-trainer workshops on using the manual. These workshops were provided to all University of Minnesota campuses and as a pre-conference workshop at AHEAD. The DS Training and Technical Assistance cluster continues to use the manual for training on and off campus.

Career Connections developed another manual which was not part of the original objectives, "The Mentoring Experience." In the past year, 33 copies of the mentoring training manual have been ordered.

Objective 7.5: Job Accommodation Manual

Complete job accommodations manual and disseminate to all organizations which participated in project. Make arrangements for its continued dissemination beyond the life of the grant.

Activities/Accomplishments

Originally, staff had planned to develop a computerized database for organization of job accommodation data. However, it became evident that numerous resources existed for this kind of information. What seemed to be lacking was information about accommodations for hidden disabilities, which don't lend themselves to simple solutions such as a piece of adaptive equipment.

Project staff thus contacted former students who are now working and interviewed them about accommodations they use in the workplace. In addition, project staff interviewed employers in the CC employer network, representing companies of varying size, regarding how they had accommodated people with disabilities in the workplace. Case scenarios were developed from these interviews. These scenarios became the main body of the job accommodations handbook, which was completed in year four.

Both print and on-line versions were developed. Before the end of year four, the handbook was put on Gopher and World Wide Web (WWW), distributed free to CC advisory committee members, and made available at cost to organizations on the CC mailing list.

Objective 7.6: Annotated Bibliography

Compile annotated bibliography of research and related materials in support of grant activities and grant publications, to be updated annually and submitted to ERIC.

Activities/Accomplishments

The first 2 annotated bibliographies were developed in collaboration with Project ICAN at the University of Massachusetts at Amherst, which was another OSERS-funded project. These bibliographies are available through ERIC. The third annotated bibliography was developed in cooperation with Careers On-Line and was submitted to ERIC. The bibliographies have been made available at cost; 71 copies have been ordered in the past year. These materials and their ERIC citation numbers are listed in Appendix F.

Summary

Career Connections has reached or surpassed most of its objectives. Below are listed highlights of the project's accomplishments:

- Provided career services to 180 students in four years (94 in cohort groups, 86 on drop-in basis). Services offered included career assessment and counseling, development of program plan, mentorship experience, job and internship search assistance, and career development course sequence.
- Conducted semi-annual follow up of all cohort participants.
- Reached 4,221 in four years through workshops, graduate courses, and conference presentations.
- Conducted annual follow up of 2 groups of professionals trained by Career Connections.
- Developed and disseminated 2 training manuals: *Putting Ability to Work* (approximately 50 copies per year ordered) and *The Mentoring Experience*. (approximately 30 copies per year ordered).

- Sponsored 5 employer forums, 3 disability networking events, and assisted the College of Liberal Arts (CLA) Career Development Office in locating employers with disabilities for their forums.
- Referred 31 students to Project with Industry for placement assistance. Collaborated with PWI for the CLA Job Fair.
- Co-sponsored the CLA Job Fair to emphasize hiring a diverse workforce.
- Established written interagency agreements with the CLA Career Development Office, Student Employment, and the Office of Student Financial Aid.
- Developed a database for recording contacts and consultations with student, professional, and employer participants.
- Provided 75 consultations to campus units and provided phone/written consultation to 200 postsecondary institutions and community organizations.
- Established and convened an advisory committee of 34 members, representing community employers, community agencies, and campus units.
- Mailed an annual newsletter to 1100 individuals locally and nationally (also on Gopher and World Wide Web).
- Completed 5 manuscripts, 4 of which have been accepted for publication and the fifth is under consideration.
- Presented at 35 state, regional, national and international conferences.
- Developed a job accommodation handbook which has been disseminated via the World Wide Web.
- Completed 3 annotated bibliographies, 2 in cooperation with the University of Massachusetts at Amherst, and 1 in cooperation with the Careers On-Line project at the University of Minnesota (approximately 70 copies per year ordered).

OUTCOMES

This section addresses outcomes as a result of the project. Outcomes predicted in the original proposal contain a reference to the page number from the original proposal. Some of the outcomes listed in the original evaluation plan overlapped with activity objectives already discussed. They will not be addressed here. Project staff also measured additional outcomes not predicted in the original proposal. These are noted in the sections that follow.

The outcomes described below were measured by pre- and post-surveys and by interviews of a representative sample of participants. See Appendix A for a complete description of the evaluation instruments and procedures.

Professional Staff Outcomes through Training and Orientation (p. 43) **and through Technical Assistance** (p. 47)

Predicted Outcomes

- ***Increase in amount of interagency communication***

Career Connections staff established a variety of collaborative relationships through the course of the project. Career Connections established relationships with the Career Development Center, which is part of University Counseling and Consulting Services (UCCS); the College of Liberal Arts Career Development Office (CLA/CDO); and Continuing Education and Extension Counseling Office (CEE) to establish a referral source and to provide training on disability issues. Career Connections also worked with CLA/CDO and the Martin Luther King program to develop "Job Fair and Diversity"-- a collaboration to promote diversity in hiring at the annual College of Liberal Arts Job Fair. The Office of Special Learning Opportunities (OSLO) and the Gay, Lesbian, Bisexual and Transgender program joined this collaborative effort in 1995.

CC project staff worked with the University of Minnesota Alumni Association, the Office of Special Learning Opportunities, Office of International Education, and the Civil Service Unit of Student Employment to develop workshops which address the needs of students with disabilities within those particular units on campus.

CC project staff also established liaisons with the Office of Student Financial Aid and Student Employment to promote better access for students with disabilities. This liaison resulted in the formation of a work group comprised of members of Disability Services, Student Employment, Financial Aid, Student Registration, the Registrar's

Office, St. Paul Campus Student Center, and Continuing Education and Extension. See the Interagency Agreement part of the Accomplishments section for further information.

In addition to collaborating with campus professionals, Career Connections also worked with the Disabled Student Cultural Center (DSCC) to co-sponsor two disability networking luncheons and one breakfast. These meetings provided students with disabilities the opportunity to meet with professionals with disabilities on an informal basis to discuss disclosure, accommodation and disability in the workplace.

- ***Increase in knowledge about disabilities and ways to accommodate in placement and employment***
- ***More positive attitude about the potential productivity of individuals with disabilities***

The outcomes above concerning knowledge and attitude are addressed together because the information collected overlaps. It was very difficult to find valid ways of measuring these outcomes. Thus, attitudes about productivity were not specifically measured. However, other attitudinal changes were addressed through surveys and interviews of the "core" group and "other professional" (see Appendix A). Most respondents noted their awareness of disability issues and sensitivity to people with disabilities had improved. Respondents were asked to describe how they personally had changed their approach to working with people with disabilities in the last two years. Of the core group, 72% described changes they had made. Of the other professionals, 95% indicated personal changes. Changes described by respondents emphasized increased awareness and sensitivity. Table 3.01 notes the categories of personal change described by participants.

Table 3.01
Types of Personal Change

	Core Group n=25	Other Professionals n=43
Increased awareness/sensitivity.	16 (64%)	36 (84%)
Improved counseling skills.	1 (4%)	4 (9%)
Knowledge of legal issues.	1 (4%)	1 (2%)
Total who listed changes	18 (72%)	41 (95%)

Below are examples of comments of those surveyed and interviewed

- *I have a greater awareness. I feel more comfortable dealing with situations where I am assisting a student that has a disability, and also dealing with employers that* *may need accommodations made. I know the appropriate office to refer them to. I know that things are available, such as, that you can tape things, you can Braille things, suggestions for making print larger for low vision. Just, I guess, the services that are available help me . . . it makes it easier for me to feel that I am actually accomplishing something when the need arises that I know where the resources are.*

- *I'm doing a better job in counseling the students and advising them.*
- *Much more sensitive to the different needs of various disabilities; less judgmental and [more] accepting.*
- *I feel more comfortable with these students, I think of them as an individual student first rather than as a member of a disabled group.*
- *Greater sensitivity to differences that work to assist people in doing their work. More creativity in finding solutions. Raised awareness of ADA issues. More comfort working with PWD [people with disabilities].*
- *I don't feel so awkward and afraid of saying/doing the wrong thing when I'm working with students with disabilities.*
- *I believe my comfort level has improved. I don't focus on the disability but on the student, I listen actively to the student and don't assume I know what she/he will say based on their disability.*

Unpredicted Outcomes

The following are additional outcomes that were not predicted in the original proposal but which the staff determined were important to measure:

- ***Increased knowledge of legal issues (ADA)***

Core group staff participants demonstrated increased awareness of legal issues on follow-up surveys. Participants were asked a series of questions about the ADA before the first overview workshops and a year later. Some of these questions had several correct responses and respondents were asked to check all that apply. Before contact with CC programs, a majority of core group participants selected 6 out of 13 possible correct answers to questions about legal issues. On the 1993 follow-up survey, a majority of the core group selected 11 out of 13 correct responses to legal questions So, although the majority still did not get all of the correct responses to a particular question, there was a definite trend of improvement (see Table 3.02).

Table 3.02
Legal Issues--Correct Responses

	Core Group Before Program Exposure n=85		Core Group 1993 Follow-up [1]n=40	
	Frequency	Percentage	Frequency	Percentage
Question/*Correct Response:*				
Can an employer ask an applicant if she/he has a disability?				
No	42	49.4	38	95.0
Can an employer ask an applicant if he/she can perform a task which is essential to the job?				
Yes	75	88.2	37	92.5
Does an employer have to give preference to a qualified disabled applicant?				
No	33	38.8	29	72.5
When may an employer give a test?				
If all applicants are given a test.	58	68.2	32	80.0
If the test measures job functions only.	54	63.5	24	60.0
When may an employer require a medical exam?				
After the applicant is offered the job and there is a reason for a physical.	62	72.9	31	77.5
Which of the following are considered reasonable accommodations which an employer may be required to provide?				
Restructuring of job responsibilities.	32	37.6	23	57.5
Adaptive equipment.	69	81.2	37	92.5
Flexible job schedule.	53	62.4	33	82.5
Readers and interpreters	42	49.4	29	72.5
What factors determine whether a company is required to make an accommodation?				
Financial resources.	10	11.8	18	45.0
Number of employees.	32	37.6	27	67.5
How the accommodation would affect operations.	21	24.7	12	30.0

[1] Three people did not complete this section

Although many more respondents selected the correct options after training, a significant number were still unclear about factors which determine whether a company is required to make an accommodation. For example, on the 1993 follow-up survey, only 45% of the core participants correctly identified financial resources as a consideration in whether or not a company is required to make accommodations. However, this was a definite improvement over the 12% who selected this option on the entry survey (see Table 3.02).

- ***Changes in policy and practice to improve accessibility***

Core group participants reported increased use of accessibility practices. Core group participants were asked about accessibility practices and policies which exist in their center or office. Prior to their involvement in Career Connections, only 3 out of 11 practices were reported by a majority of respondents. In 1994, a majority of respondents noted 6 of the 11 practices or policies existed in their center. The greatest percentage increase between pre-involvement and Spring 1994, was in the reported adoption of policies concerning relocation of programs to an accessible location and arrangement of sign language interpreters. Practices which were reported as little or no change from pre- to post- included the provision of readers/scribes, policies for loaning materials, policies regarding extended use of materials or computers, and provision of center staff to serve as scribes. Table 3.03 reports the percentage of respondents indicating accessibility practices which exist in their center.

Respondent uncertainty about accessibility practices decreased. By the 1994 follow-up survey, the percentage of respondents who were uncertain about accessibility practices in their unit decreased in all but one practice. At follow-up only one practice yielded uncertainty among more than 20% of respondents: whether or not their unit monitored staff attitudes towards students with disabilities and their career potential (See Table 3.03).

- ***Evidence of unit plans to improve accessibility and climate***

A majority of CC participants and other professionals who worked with Career Connections, had completed or begun work to change their unit's approach to students with disabilities. The 1994 follow-up survey asked respondents to describe plans their unit or department had made and to indicate the status of the plan. A majority of both respondent groups indicated plans were in place and many of those plans were completed. Table 3.04 notes the number of respondents describing unit plans and Table 3.05 lists the focus of the plans and their status.

Table 3.04
Unit Plans

	Core Participants n=25 n(%)	Other Professionals n=43 n(%)
Have Plans	16 (64)	37 (86)
No Response	8 (32)	2 (5)
No Plans	1 (6)	4 (9)

Table 3.03
Accessibility Practices

	Pre-CC Involvement (n=85)				Spring 1994 (n=25)			
	Practice in Place		Unsure		[1]Practice in Place		Unsure	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Office/center wheel chair accessible.	61	72	3	4	22	88	0	0
Provides assistance procuring materials.	58	68	7	8	20	80	0	0
Relocate inaccessible locations of programs (policies).	30	35	18	21	16	64	2	8
Monitors attitudes of staff.	45	53	20	24	14	56	5	20
Provide assistance operating equipment.	35	41	9	11	14	56	1	4
Arrangement of sign language interpreters (policies).	15	18	21	25	13	52	2	8
Frequently used materials in accessible areas.	28	33	10	12	12	48	3	12
Center provides readers.	32	38	7	8	11	44	1	4
Materials loaned for taping or enlargement (policies).	40	47	13	15	11	44	2	8
Materials loaned or computer use allowed for extended time.	32	38	19	22	9	36	1	4
Center provides scribes.	18	21	13	15	7	28	3	12

[1]Practices in place are listed in order of frequency at the time of follow-up, starting with the most frequent

Table 3.05
Focus and Status of Unit Plans
(Frequency of Responses)

	Core Participants			Other Professionals		
	n=25			n=43		
	Implemented	In Progress	Dropped	Implemented	In Progress	Dropped
Increase awareness and sensitivity.	2	1	---	5	1	---
Enhance counseling skills.	---	---	---	1	---	---
Staff development on disability issues.	3	---	---	6	3	---
Recruiting employees with disabilities.	---	---	---	1	---	---
Improve accessibility and accommodations, including policy statements.	16	9	---	32	19	1
Collaborative work with CC and Disability Services.	1	---	---	2	---	---

Unit plans described by respondents focused on accessibility and accommodation issues. Plans described by respondents, in many cases, focused on a variety of very specific accommodation or accessibility changes. In addition, respondents frequently mentioned policy changes and dissemination of information about unit policies. Below are examples of unit plans that focused on accessibility and accommodation issues.

- *Provide contact person to assist students who request accommodations.*
- *Electronic posting of jobs.*
- *All publications (including syllabi) available to students with disabilities in alternative formats.*
- *Traffic flow areas cleared, easier access to area and brochures, etc.*
- *Did survey of sites abroad to determine access for disability students.*

Those interviewed also were asked about unit changes. They mentioned increased awareness and sensitivity; enhanced counseling skills; staff development on disability issues; focused recruiting of staff with disabilities; improved accessibility and accommodations; and collaborative work with Career Connections and Disability Services.

> *[Staff are] more proactive in dealing with students with disabilities and wanting to go out of their way to help and make sure that they have the opportunities that they deserve. I think it's just that there was more fear before of not understanding how to help, and now, because of their becoming*

> *more aware of procedures and ways in which they can be of assistance. . . the fear's going away. And now, it's more like, let's just get down to the practical aspects of it. How could this office be of assistance?*
>
> *We have become very aware that we are not very accessible. We are on the third floor and need to do a little bit more of making students aware. We don't see a lot of students with physical disabilities in this office. We see students with hidden disabilities, but . . . we may need to change our own physical environment here, and maybe not be located on the third floor of Fraser. About a year ago, they were looking at maybe making some changes, and one of those changes would have made us totally inaccessible, we wouldn't have even had an elevator, wherever they would have stuck us. And so, with our new awareness and sensitivity that was the first reason that we said that we could not move.*

Campus changes observed by some respondents included increased awareness and sensitivity.

> *Six or seven years ago when we'd book a room for something . . . I would be the one, or often times I wasn't even the one, to think about whether it was physically accessible or what's the flow, what's the room arrangement. And now that's a real basic piece . . . Well, like these OSA all campus meeting . . . I'm sitting in one of those planning meetings and someone will talk about accessibility . . . there won't necessarily be someone there from Disability Services asking that question. It will just be naturally talked about. Within the career piece, you know the same way international education or international advising has been able to target international friendly companies, I mean I've heard placement people talk in those terms about companies who are more accessible, more open to interviewing persons with disabilities. You know, they're just disability friendly. I've seen that happen on a University-wide level in a meeting. The other is I've seen it happen in just discussions with other career units. And the advising too, which is much more pervasive. There are lots more advisors. Yeah, I see the topic mentioned in their training and that it's well attended. So, you know, I've seen it happen. I've seen the topic addressed and discussed intelligently and openly, where that wouldn't have been included, I don't think, that long ago.*

Respondents were asked to describe how unit changes were accomplished. The strategies mentioned most frequently by both survey groups were focused on administrative support and staff development. Administrative support included gaining support and collaboration or responding to administrative directives. Table 3.06 lists the number of respondents reporting different change strategies.

Table 3.06
Change Strategies Reported
(Frequency of Responses)

	Core Participants n=25	Other Professionals n=43
Staff training to increase awareness and knowledge of disability issues.	4	9
Gain administrative support/collaboration or respond to administrative directives.	5	9
Changed policies/practices	2	5
Made physical changes.	2	4
Acquired resources.	---	2

Respondents were asked about barriers to change. Responses were low to this question; only 15 individuals identified barriers. Financial and time resources were mentioned by 10 respondents as primary barriers.

Employers on Campus Outcomes (p. 44)

- ***Employers/mentors gain awareness of abilities and needs of students with disabilities.***

Data were not gathered on employers because staff were not able to follow the same employers over a period of time. However, data were collected concerning mentors' experience. Thirty-four mentors participated in the mentoring program from 1991-1994. Of these, 22 completed the survey (Survey found in Appendix C). Mentoring program participants completed program evaluations and surveys which elicited components of successful mentoring relationships. The following excerpts from the data address how mentors believed they gained awareness of abilities and needs of students with disabilities.

It has confirmed what I already knew from having worked previously with people having disabilities-- that most (if not all) disabilities can be adapted for in a work/educational setting.

It has been an eye-opening experience. I have a better understanding of their (people with disabilities) needs and challenges.

All people have a great deal to offer.

Also, mentors were asked to answer the following question: "As a result of my participation in the mentoring program, I . . . (check all that apply)." Of the 22 who completed the survey, these were their responses:

- 7 feel more comfortable in working with people with disabilities;
- 12 learned more about the current needs of university students;
- 8 learned more about why they entered the field in the first place;
- 1 enjoyed contributing to the growth of a student; and
- 1 was able to work out some of his own concerns as a disabled person.

- ***Students gain awareness of opportunities and options within business and industry.***

  This outcome is discussed under Student Outcomes.

Interagency Agreements Outcomes (p.45)

- ***Increase in the coordination between Disability Services and the programs targeted.***

  This outcome is discussed under Training and Technical Assistance Outcomes.

- ***Increase in the number of students with disabilities accessing existing campus services***

  Data are available only on student use of career planning and placement services, which increased following enrollment in Career Connections. Student participants reported a dramatic increase in their use of career planning and placement services (see Table 3.07). At entry, only 24% of the students reported having used a career planning or placement office. Students reported an increase in use on both follow-up surveys and by 1994, 61% reported using campus career planning and placement offices, not including career services offered by Career Connections/Disability Services. The most frequently mentioned office used at entry and the 1993 surveys was the College of Liberal Arts Career Development Office. In 1994, the most frequently mentioned office was the campus-wide Career Development Center.

Table 3.07
Used a Career Planning/Placement Office

[1]Number of students who used a career planning/placement office	At Entry n = 83		1993 n = 33		1994 n = 36	
Yes	20	24.1%	19	57.6%	22	61.1%
No	63	75.9%	14	42.4%	14	38.9%
[2]Those who indicated only DS/CC	3	3.6%	3	9.1%	4	11.0%
Missing data (Blank)	3	3.5%	0	-	0	-

[1] Only career planning/placement offices on campus are included

[2] DS - Disability Services
CC - Career Connections

- ***Increase in satisfaction of students with existing services***

The survey results did not show a significant increase in satisfaction with existing services (See Table 3.08). Disability Services received excellent/very good ratings from a majority of students who rated the services, both at entry (73%) and on follow-up surveys (68% and 64%). At entry, 22% of users rated Career Planning and Placement as excellent or very good, increasing to 35% by 1994. At entry, 27% of Student Employment users rated the services very good or excellent, increasing to 29% by 1994.

Table 3.08
Quality of Service Ratings

	At Entry		1993		1994	
Quality of On Campus Services: Ratings from students	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Disability Services						
Responded to Item	82		33		36	
Didn't use service	5	6.1	2	6.1	3	8.3
Rated service	74	90.2	31	93.9	33	91.7
Excellent (5) / Very Good (6)	54	73.0	21	67.7	21	63.6
Career Planning/Placement						
Responded to Item	76		33		34	
Didn't use service	48	63.2	11	33.3	13	38.2
Rated service	27	35.5	19	57.6	17	50.0
Excellent (5) / Very Good (6)	6	22.2	6	31.6	6	35.3
Student Employment						
Responded to Item	78		32		34	
Didn't use service	40	51.3	16	50.0	17	50.0
Rated service	37	47.4	16	50.0	17	50.0
Excellent (5) / Very Good (6)	10	27.0	6	37.5	5	29.4

Interview respondents generally expressed positive comments about campus services available for students with disabilities. Students observed and commented on changes in their awareness and scope of services available for students with disabilities.

> *There definitely, more and more, seems to be more awareness about disability issues on campus, especially with the efforts of the ADA self-sstudy task force, and [the EEO director's] recent declaration of the equal access to all printed documents on campus is pretty exciting, so there's definitely been some positive change.*
>
> *Depending on what professors you take from...they have been more accommodating. I think this year, more so than in the past.*
>
> *I think Disability Services, they were good when I first got there, but they're fantastic now. They provide anything and everything that I need to get by in my education . . . and I think registration is really good. I know Sports and Recreation, they've gotten a whole lot better I think there's somewhat of an attitudinal change by some of my professors in the College of Biological Sciences.*

Career Experiences (Student Outcomes) (p.45-46)

Predicted Outcomes

- ***90% of students receive a positive evaluation by internship supervisor, student employment supervisor, and/or full-time employer***

Project staff were able to obtain internship evaluations for the students who participated in the internship course in the career development course sequence. Based on likert-scale ratings and qualitative information, 100% received positive evaluations from their internship supervisors. It was not appropriate for staff to obtain evaluations for students who obtained internships outside of the course because the project was not directly involved at the internship or job site. Although there were not written evaluations for many of the internships, it is evident that students were carrying them out independently as staff was not needed to intervene.

- ***Increase in career awareness and job seeking/keeping skills***
- ***Students gain awareness of opportunities and options within business and industry.***

These two outcomes are reported together because they overlap. Most students described personal change and career decisions. Most students, during interviews, described steps taken and decisions they made based on their participation in Career

Connections. Over half of the students described changes they had made in career or educational plans. In addition, respondents who worked on job seeking skills felt they improved in that area. Below are examples of comments made by students in interviews:

> *I think I've learned a lot. I've learned how to conduct informational interviews. I didn't even know what that was. I learned how to be responsible about following up with people, and little tips in seeking jobs like writing thank you notes and being more assertive, how to go about finding jobs nontraditionally . . . I was only considering one area which would be speech pathology, for graduate school. And now, I'm looking into other things too. And I'm looking into working before going back to school, to help me decide what I want to do. And before I wasn't going to do that.*
>
> *The class was very, very useful. I think [it] was very helpful and very experiential, very practical and very personal. So people didn't walk out knowing about job seeking theory. They walked out with 'this is my life, this is what I need to know to seek employment'.*

- ***Improved placement/retention figures (based on number of months employed, number of weekly work hours, level of employment, relationship of position to educational training, earnings, and job satisfaction.***

About half (49) of CC participants had graduated or left the University by the end of the third year of the project. Employment outcomes were gathered on this group, but results should be interpreted with caution due to the small 'n'. A description of the data collected and analysis is found in Appendix A.

Of those CC students contacted who had left or graduated from the University, 86% were employed at the time of the last semi-annual follow-up (see Table 3.09). This far exceeds national norms for the general disabled population (33% employed, Harris, 1986) and the results reported by other researchers on college graduates with disabilities. For example, Frank, Karst, and Boles (1989) report a 65% employment rate of college graduates with disabilities within five years of graduation. DeLoach, Sparger, and Pullen (1988) report a 61% employment rate of college graduates with disabilities within six years of graduation.

Table 3.09
Employment Status of all CC Students who Graduated or Left

Total Graduated or Left	(N=49)
Total Reached	(N=29)
Response Rate	59%

	Frequency	Percent
Total Employed	25	86 %
Unemployed/Looking for Work	2	7
Unemployed/Not Looking for Work	2	7

A more complete picture of employment outcomes can be obtained by looking at employment at specific intervals after leaving school or graduating. Within six months of graduating from or leaving the university, 55% of CC participants contacted were employed in either a part-time or full-time position. The percentage employed after graduating from or leaving the university increased from 55% at 0—6 months to 94% at 18-24 months (see Table 3.10).

Table 3.10
Employment Status by Number of Months Since Graduated or Left

	0—6 months	6.1—12.0 months	12.1—18.0 months	18.1—24 months
Number reached	22	17	11	16
Percent employed	55%	88%	82%	94%
Mean hours/week	40 hrs	34 hrs	38 hrs	40 hrs
Range	40	45	20	8
Mean annual salary	$20,748	$14,855	$18,500	$19,755
Range	23,680	24,720	22,500	17,500

Mean annual salaries over six-month time spans up to two years fluctuated between $15,000 and $20,000 over the 24-month period (see Table 3.10). Although there was not an increase in mean annual salary, the range for both salaries and hours/week decreased, suggesting that more participants were near the mean. After two years, the number of participants who were successfully contacted decreased.

Table 3.11
[1]Employment Status of CC Students by Graduated or Left

	Graduated		Left	
	# graduated =29 # reached =20 response rate =69%		# left =20 # reached = 9 response rate =45%	
	Frequency	Percentage	Frequency	Percentage
Total Employed	18	90%	7	78%
Unemployed/Looking for Work	1	5	1	11
Unemployed/Not Looking for Work	1	5	1	11
Total Unemployed	2	10	2	22

[1] Follow-up was conducted in May/June '94 and January '95 and all participants who had graduated or left at that time were included.

Table 3.12
[1]Salary Status of CC Students by Graduated Or Left

	Graduated		Left	
	# graduated =29 # reached =20 response rate =69%		# left =20 # reached = 9 response rate =45%	
	Hours/ Week	Annual Salary	Hours/ Week	Annual Salary
Mean	38.17	$20,343	42.75	$14,773
Median	40	18,950	40	16,820
Mode	40	30,000	40	17,500
Minimum	15	7,500	40	7,500
Maximum	40	30,840	60	17,500
Range	25	23,340	20	10,000

[1] Follow-up was conducted in May/June '94 and January '95 and all participants who had graduated or left at that time were included.

Those who had left the University without a degree earned less than did those who had graduated from the University, and those who had left the University had a lower employment rate than did those who had graduated (see Table 3.11 and 3.12). However, many more participants graduated from the University than left without a degree, making comparisons between the two groups unwarranted. Another limitation in analyzing these data is that some of the students contacted during one time period may not have been reached at a different time period, but other students who were not reached during the first time period were reached in the second time period. Thus the groups being compared were not identical.

- ***Follow-up placement and retention data collection system in place for use beyond grant period***

Project staff collaborated with the Data and Information Services office to develop a computerized program to gather retention data on particular students or groups of students through AIS (a centralized database on University students). Project staff have explored possible ways to continue follow-up beyond the grant period. Three avenues have been explored: 1) continue to do annual surveys and follow-up calls through the DS office; 2) ensure disability is represented on the critical measures for U2000 (a major University of Minnesota initiative); and 3) work with career development offices to include disability on instruments they develop. Instruments and procedures have been developed for annual follow up: an electronic follow-up form, a follow-up survey, and procedures for analyzing and displaying the results gathered. The department's evaluation work group will include follow-up in its evaluation plan. Project staff have attended meetings on the critical measures for U2000. The principal investigator (who is the director of the office) has ensured that disability issues are considered in the development of the U2000 measures. Finally, project staff have researched what other departments at the University of Minnesota and at other colleges and universities are doing in terms of follow up for disabled students.

Unpredicted Outcomes

The following are additional outcomes that were not predicted in the original proposal but which the staff determined were important to measure:

- ***Increased knowledge among students with disabilities about rights and responsibilities under the ADA***

Most students demonstrated increased awareness of legal issues on follow-up surveys. By 1994, 77% to 100% of all respondents correctly answered 4 of the 8 knowledge questions. For 3 questions (noted by the superscript "3" on Table 3.13) respondents had to choose multiple responses to be considered correct. The general trend for these questions was improvement, although only 2 respondents selected all of the correct answers to an item by the end of the grant period. For example, the item on what are considered reasonable accommodations went from 16.7% choosing all the correct responses to 45.7%. The item on factors determining whether a company is required to make an accommodation went from 4.8% correct to 16.7% (see Table 3.13).

Compared to other legal questions, respondents, both at entry and on follow-up surveys, demonstrated less awareness of factors which determine whether a company is required to make an accommodation. The question which asked about

Table 3.13
Correct Response to Legal Questions

Questions		At Entry			1993			1994		
		# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
Can an employer ask you in the interview if you have a disability? *No*										
	Aggregate	83	45	54.2	31	22	71.0	36	29	80.6
	Cohort 1	32	13	40.6	16	12	75.0	13	9	69.2
	Cohort 2	33	18	54.5	15	10	66.7	15	12	80.0
	Cohort 3	18	14	77.8	(not yet enrolled)			8	8	100.0
Can an employer ask you on the application form if you have a disability? *No*										
	Aggregate	84	24	40.5	31	17	54.8	36	28	77.8
	Cohort 1	32	12	37.5	17	9	52.9	13	8	61.5
	Cohort 2	33	11	33.3	14	8	57.1	15	12	80.0
	Cohort 3	19	11	57.9	(not yet enrolled)			8	8	100.0
If an application form asks if you have a disability, do you have to answer? *No*										
	Aggregate	83	48	57.8	26	21	80.8	18	17	94.4
	Cohort 1	31	15	48.4	15	13	86.7	6	6	100.0
	Cohort 2	33	19	57.6	11	8	72.7	8	7	87.5
	Cohort 3	19	14	73.7	(not yet enrolled)			4	4	100.0
[1]Can an employer ask you if you can perform a task which is essential to the job? *Yes*										
	Aggregate	85	74	87.1	26	26	100.0	18	18	100.0
	Cohort 1	33	27	81.8	15	15	100.0	6	6	100.0
	Cohort 2	33	29	87.9	11	11	100.0	8	8	100.0
	Cohort 3	19	18	94.7	(not yet enrolled)			4	4	100.0

Questions	At Entry			1993			1994		
	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
[1,3]When may an employer give you a test? *(a) and (b)* *a) If all applicants are given the test* *b) If the test measures job function only*									
Aggregate	85	13	15.3	26	8	30.8	18	5	27.8
Cohort 1	33	4	12.1	15	5	33.3	6	2	33.3
Cohort 2	33	6	18.2	11	3	27.3	8	1	12.5
Cohort 3	19	3	15.8	(not yet enrolled)			4	2	50.0
[1]When may an employer require you to have a medical exam? *After the job is offered and there is a reason*									
Aggregate	85	41	48.2	26	16	61.5	18	13	72.2
Cohort 1	33	12	36.4	15	8	53.3	6	4	66.7
Cohort 2	33	18	54.5	11	8	72.7	8	6	75.0
Cohort 3	19	11	57.9	(not yet enrolled)			4	3	75.0
[2,3]Which are considered reasonable accommodations which an employer may be required to provide? *(a) to (d)* *a) Restructuring of job responsibilities* *b) Adaptive equipment* *c) Flexible job schedule* *d) Readers and interpreters*									
Aggregate	36	6	16.7	32	9	28.1	35	16	45.7
Cohort 1	(No new item)			17	4	23.5	12	5	41.7
Cohort 2	20	3	15.0	15	5	33.3	15	6	40.0
Cohort 3	16	3	18.8	(not yet enrolled)			8	5	62.5

Questions	At Entry			1993			1994		
	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
[1,3]What factors determine whether a company is required to make an accommodation? *(a) to (d)* *a) Financial resources* *b) Number of employees* *c) Overall company size* *d) How the accommodations would affect operations*									
Aggregate	84	4	4.8	27	2	7.4	18	3	16.7
Cohort 1	32	1	3.1	15	1	6.7	6	2	33.3
Cohort 2	33	2	6.1	12	1	8.3	8	0	
Cohort 3	19	1	5.3	(not yet enrolled)			4	1	25.0

[1] One version of student survey at entry asked about required accommodations so differently that it could not be combined for analysis.

[2] Follow Up Survey received by Alumni did not ask this question.

[3] Respondents had to choose multiple responses to be considered correct.

company factors required the selection of four correct options. Although respondents selected each of the 3 out of 4 correct options at increasing rates over the three years, only one of the correct options (number of employees) was selected by a majority (55.6%) of respondents by 1994 (see Table 3.14).

More recent participants demonstrated a higher awareness of legal issues at the time they entered the program. More recent cohort groups chose correct responses to knowledge items at a higher rate than cohort 1. For example, the highest percentage of correct responses were demonstrated by cohort 3 for 6 of the 7 knowledge questions all groups were asked at entry. Cohort 2 demonstrated a higher rate of correct responses than cohort 1 for 6 of the 7 items (see Table 3.13). Cohort 3 also expressed less uncertainty about their responses to knowledge items (see Table 3.15).

- ***Increase in awareness of disability disclosure options***

As part of Career Connections services, project staff worked with students to identify whether, when and how to disclose their disability to an employer.

A majority of participants had disclosed their disability to an employer. The percent who disclosed did not change by the 1994 follow-up (see Table 3.16). Appropriate disclosure greatly depends on how the disability affects the individual and what accommodations may be required. It was therefore difficult to determine whether reported disclosure behavior on the part of CC participants was appropriate or not.

Table 3.16
Disclosure to Employer

	At Entry		1993		1994	
	n=85		n=33		n=35	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
[1]Have you ever told your employer you have a disability?						
Yes	46	54.1	14	42.4	19	54.3
No	25	29.4	8	24.2	7	20
Disability visible - no choice	12	14.1	8	24.2	9	25.7
[2]N/A	6	7.1	4	12.1	2	5.7
Missing data (Blank)	1	1.2	0	-	1	2.8

[1] The option "yes" and "disability visible - no choice" could be chosen at the same time
[2] (e.g., have never been employed, have not been employed since becoming disabled)

Table 3.14
Multiple Item Legal Questions

Questions		At Entry			1993			1994		
		# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
[1]When may an employer give you a test?										
a) If all applicants are given the test										
	Aggregate	85	58	68.2	26	19	73.1	18	13	72.7
	Cohort 1	33	21	63.6	15	11	73.3	6	5	83.3
	Cohort 2	33	23	69.7	11	8	72.7	8	4	50.0
	Cohort 3	19	14	73.7		(not yet enrolled)		4	4	100.0
b) If the test measures job function only										
	Aggregate	85	40	47.1	26	15	57.7	18	14	77.8
	Cohort 1	33	16	48.5	15	10	66.7	6	5	83.3
	Cohort 2	33	15	45.5	11	5	45.5	8	6	75.0
	Cohort 3	19	9	47.7		(not yet enrolled)		4	3	75.0
Which are considered reasonable accommodations which an employer may be required to provide?										
a) Restructuring of job responsibilities										
	Aggregate	36	13	36.1	32	14	43.8	35	20	57.1
	Cohort 1		no item		17	6	35.3	12	5	41.7
	Cohort 2	20	8	40.0	15	8	53.5	15	9	60.0
	Cohort 3	16	5	31.3		(not yet enrolled)		8	6	75.0
b) Adaptive equipment										
	Aggregate	36	23	63.9	32	28	87.5	35	29	82.9
	Cohort 1		no item		17	15	88.2	12	10	83.3
	Cohort 2	20	11	55.0	15	13	86.7	15	12	80.0
	Cohort 3	16	12	75.0		(not yet enrolled)		8	7	87.5
c) Flexible job schedule										
	Aggregate	36	12	33.3	32	19	59.4	35	22	62.9
	Cohort 1		no item		17	10	58.8	12	6	50.0
	Cohort 2	20	7	35.0	15	9	60	15	9	60.0
	Cohort 3	16	5	31.3		(not yet enrolled)		8	7	87.5

		# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
d) Readers and interpreters										
		36	16	44.4	32	21	65.6	35	26	74.3
			no item		17	12	70.6	12	9	75.0
		20	6	30.0	15	9	60	15	11	73.3
		16	10	62.5		(not yet enrolled)		8	6	75.0
[1] What factors determine whether a company is required to make an accommodation?										
a) Financial resources										
	Aggregate	84	20	23.8	27	8	29.6	18	6	33.3
	Cohort 1	32	9	28.1	15	4	26.7	6	2	33.3
	Cohort 2	33	7	21.2	12	4	33.3	8	1	12.5
	Cohort 3	19	4	21.1		(not yet enrolled)		4	3	75.0
b) Number of employees										
	Aggregate	84	21	25.0	27	15	55.6	18	10	55.6
	Cohort 1	32	7	21.2	15	9	52.9	6	3	50.0
	Cohort 2	33	9	27.3	12	6	50	8	3	37.5
	Cohort 3	19	5	26.3		(not yet enrolled)		4	4	100.0
c) Overall company size										
	Aggregate	84	11	13.1	27	4	14.8	18	7	38.9
	Cohort 1	32	2	6.3	15	3	20	6	3	50.0
	Cohort 2	33	6	18.2	12	1	8.3	8	0	-
	Cohort 3	19	3	15.8		(not yet enrolled)		4	4	100.0
d) How the accommodation would affect operations										
	Aggregate	84	34	40.5	27	14	51.9	18	7	38.9
	Cohort 1	32	14	43.8	15	7	46.7	6	3	50.0
	Cohort 2	33	11	33.3	12	7	58.3	8	2	25.0
	Cohort 3	19	9	47.4		(not yet enrolled)		4	2	50.0

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[1] Follow Up Survey received by Alumni did not ask this question.

[2] The wording for this item on the first version of student entry survey was different, so that it could be combined for analysis.

Table 3.15
Uncertainty on Legal Questions

Questions	Aggregate			Cohort 1			Cohort 2			Cohort 3		
	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
What factors determine whether a company is required to make an accommodation?												
I'm not sure	84	41	48.8	32	15	46.9	33	19	57.6	19	7	36.8
[1]Which are considered reasonable accommodations which an employer may be required to provide?												
I'm not sure	36	13	36.1		(No Item)		20	9	45	16	4	21.1
If an application form asks if you have a disability, do you have to answer?												
I'm not sure	83	29	34.9	31	15	48.4	33	10	30.3	19	4	21.1
Can an employer ask you in the interview if you have a disability?												
I'm not sure	83	27	32.5	32	15	46.9	33	10	30.3	18	2	11.1
Can an employer ask you on the application form if you have a disability?												
I'm not sure	84	27	32.1	32	12	37.5	33	13	39.4	19	2	10.5
When may an employer require you to have a medical exam?												
I'm not sure	85	27	31.8	33	10	30.3	33	11	33.3	19	6	31.6

Questions	**Aggregate**			**Cohort 1**			**Cohort 2**			**Cohort 3**		
	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage	# Respondents to Item	Freq.	Percentage
Imagine your employer has fired you for a performance problem caused by your disability. You can charge your employer with discrimination if: *I'm not sure*	85	22	25.9	33	9	27.3	33	11	33.3	19	2	10.5
When may an employer give you a test? *I'm not sure*	85	20	23.5	33	8	24.2	33	8	24.2	19	4	21.1
Can an employer ask you if you can perform a task which is essential to the job? *I'm not sure*	85	10	11.8	33	5	15.2	33	4	12.1	19	1	5.3

[1] The wording for this item on the first version of the entry survey was different, so that it could not be combined for analysis.

Although participants chose to disclose their disability at different times, the most frequent choice was during an interview. At entry, 28% of the participants indicated they disclosed during an interview. By the 1994 follow up, 54% of the respondents noted they had disclosed during an interview (see Table 3.17). The appropriateness of this change in disclosure behavior is difficult to determine. If persons with disabilities choose to disclose a disability, they must also consider the timing of the disclosure. They may disclose on the job application, before the interview, during the interview, at the point of job offer, when performance is affected, or never. In determining whether to disclose in the interview, people with disabilities must consider whether the disability is visible and whether they will require accommodations in the interview or on the job.

Table 3.17
Time of Disclosure to Employer

	At Entry		1993		1994	
	n=53		n=18		n=22	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
[1]When did you tell your employer?						
Written application	7	13.2	3	16.7	4	18.2
Interview	15	28.3	10	55.6	12	54.5
Soon after hired	7	13.2	1	5.6	4	18.2
After proven myself	5	9.4	3	16.7	1	4.5
When it affected my performance	8	15.1	2	11.1	2	9.1
Other	13	24.5	2	11.1	2	9.1
[2]N/A	3	5.7	0	-	0	-
Missing data (Blank)	33	38.4	15	45.5	14	38.9

[1]More than one option could be chosen
[2](e.g., have never been employed, have not been employed since becoming disabled)

Few students reported that they waited until their performance was affected to disclose their disability, even though they anticipated using that strategy in the future. At entry 15% of the students reported waiting to disclose. On both follow-up surveys around 10% of the respondents noted that they had waited until their performance was affected to disclose their disability (see Table 3.17).

In order to evaluate outcomes concerning students' awareness of disclosure outcomes, staff would need to compare students' answers with other variables, such as whether the disability was visible and whether the disability would require accommodations on the job. Career Connections did collect such data and has identified disclosure as a research question requiring further analysis of the data.

Two students interviewed indicated that they gave more thought to disclosure now than before participating in Career Connections.

> *I had never really thought about it before. I think at the time I started Career Connections, I was getting to the point where I was kind of proud of the fact that I had a learning disability. And before I didn't accept it as well. So I didn't have any problem with telling people I had one, but I always heard people talking about that, "Well you know you don't have to disclose." And I just never had thought that would even be an issue, but now I think about it, and I try to judge people. . .I try to see what they're like, and if they are the type of person that wouldn't like the fact I had a learning disability, well then I wouldn't bring it up. Because I don't think it affects me in certain situations.*

> *I'm less willing to disclose now. . .I went to one of the luncheons that you had that was business people plus students [disability networking luncheon] . . .the person who was at our table who had been in business a long time said, "Don't do it." And I had really not been thinking that disclosure was a bad idea. And now I'm willing to be much more cautious about it.*

- ***Increase in awareness of accommodation options***

Because the survey question regarding accommodations was changed part way through the project, different data are available for earlier participants than for later participants. One question was similar enough that the results could be combined: whether the student had ever asked an employer for an accommodation. At entry, 26% had asked for an accommodation. By 1994, 42% had asked (see Table 3.18).

Table 3.18
Requested Accommodations

	At Entry		1993		1994	
Number of respondents to question	n=68		n=12		n=19	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Asked your employer for an accommodation?						
Yes (checked)	18	26.5	5	41.7	8	42.1
No (not checked)	43	63.2	6	50.0	10	52.6
[1]N/A	7	10.3	1	8.3	1	5.3
[2]Missing data (Blank)	18	20.9	21	63.6	17	47.2

[1](e.g., have never been employed, have not been employed since becoming disabled)
[2]Did not respond to the question

Based on available responses from the later group, 53% had arranged compensatory strategies on their own at entry and on the 1994 survey 42% indicated they had arranged them on their own. (See Table 3.19). The fact that, after the intervention, students were more likely to ask employers for accommodations than to arrange them on their own, is difficult to interpret. It may indicate that students are now more aware of their right to accommodations and are therefore more likely to request them.

Table 3.19
Self-Arranged Accommodations

	At Entry		1993		1994	
Number of respondents to question	n=79		n=12		n=19	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Arranged your own accommodation?						
Yes (checked)	10	52.6	6	50.0	8	42.1
No (not checked)	8	42.1	5	41.7	10	52.6
[1]N/A	1	5.3	1	8.3	1	5.3
[2]Missing data (Blank)	18	48.6	21	63.6	17	47.2
[3]Not asked this question	49	---	---	---	---	---

[1](e.g., have never been employed, have not been employed since becoming disabled)
[2]Did not respond to the question
[3]The first version of pre-survey did not ask this question.

Table 3.20
Types of Requested Accommodations

		At Entry	1993	1994
Number of people who requested an accommodation		n=10	n=6	n=8
Type of Accommodation	Examples of specific self-arranged accommodations arranged	Number of requested accommodations	Number of requested accommodations	Number of requested accommodations
Acquiring or modifying equipment or devices	telephone volume control; TDD; modified computer; Braille equipment, materials and labels; tape recorder; large print/screen; typewritten instructions; special desk/chair; back cushions; goose neck; hand rest; copy holder	16	5	6
Job restructuring	person to do mail runs, clerical support, assistance with proofreading, help with specific tasks, field assistance, assistance in driving	4	1	2
Making the workplace readily accessible to and usable by people with disabilities	access to keys for elevators, handicapped parking, quiet work area, special lighting	4	0	0
Part-time or modified work schedules	flexible hours, frequent breaks, work part-time at home, leave of absence, medical leave, extended vacation	3	0	3
Providing readers and interpreters	readers, interpreter	3	0	0
Adjusting or modifying exams, training materials, or policies	physical orientation to buildings, test scheduling	2	0	0
Reassignment to vacant position	none	0	0	0
[1]Total number of accommodations requested		32	6	11

[1] Students could indicate more than one accommodation

Table 3.21
Types of Self-Arranged Accommodations

		At Entry	1993	1994
Number of people who self-arranged an accommodation		n=10	n=6	n=8
Type of Accommodation	Examples of specific self-arranged accommodations	Number of arranged accommodations	Number of arranged accommodations	Number of arranged accommodations
Acquiring or modifying equipment or devices	computer, word processor, ear plug, crane, car and adaptive equipment on car, walking leg brace, supportive hand braces, written instructions, height adjustment to equipment (chair and keyboard), calendar system, enlarged print or screen	8	3	4
Job restructuring	tutor, writer for courses	2	0	0
Making the workplace readily accessible to and usable by people with disabilities	modify home workplace	1	0	0
Part-time or modified work schedules	rearrange work schedule to allow frequent breaks from single activity	1	0	2
Providing readers and interpreters	none	0	0	0
Adjusting or modifying exams, training materials, or policies	none	0	0	0
Reassignment to vacant position	none	0	0	0
Other types of accommodations	good body mechanics, keep a calendar, arrange computer access, ask questions, attention/concentration and memory techniques, take notes of things to do, switching positions	3	4	7
[1]Total		15	7	13

[1] Students could indicate more than one accommodation

Table 3.20 provides examples of accommodations students requested and Table 3.21 provides examples of accommodations students self arranged.

- ***Outcomes of student mentorship experience***

Thirty-four students participated in the Career Connections Mentoring Program. Of these, 19 completed follow-up surveys. Students were asked, "As a result of my participation in the mentoring program, I . . . (check all that apply)." They reported the following:

- 12 feel more confident in pursuing their career goals;
- 6 have built professional networks in their field;
- 2 applied for internships;
- 2 applied for jobs;
- 1 applied for graduate school;
- 1 disclosed the disability to an employer;
- 1 decided not to enter the field;
- 1 became a mentor; and
- 1 narrowed his career choice.

Summary

The following outcomes were achieved and documented for campus professional participants in Career Connections:

- Increase in the amount of interagency communication, particularly with University Counseling and Consulting Services, the College of Liberal Arts Career Development Office, Student Employment, the Office of Student Financial Aid, and the Alumni Association.
- Personal changes made by more than 70% of the professional staff involved in the project, including increased awareness, sensitivity, improved counseling skills and knowledge of legal issues.
- Significant increase in the number of specific accessibility practices and policies implemented by campus units.
- Tangible strategies to make change within units, including staff training, gaining administrative support, and acquiring resources.
- Increase in awareness of abilities and needs of disabled students by community mentors, including feeling more comfortable working with people with disabilities, and learning more about current needs of university students.

The following outcomes were achieved and documented for students participating in Career Connections:

- Increase in the number of students using campus career services from 24% at entry to 61% at follow-up.
- 100% positive evaluations by internship supervisors of students participating in internship courses.
- More than half of students made changes in their educational and/or career plans as a result of participating in Career Connections.
- 88% of students were employed six to twelve months after they had left or graduated from the University.
- Students demonstrated increased knowledge about the ADA and decreased uncertainty about legal questions.
- As a result of a mentorship experience, 63% felt more confident in pursuing their career goals and 30% built professional networks in their field.
- Greater awareness of disclosure and accommodation options was reported by students.
- Increase in number of students who disclosed their disability during the interview (28% at entry, 54% at follow-up).
- Increase in number of students who requested accommodations in the workplace (26% at entry, 42% at follow-up).

PERCEIVED VALUE OF THE PROJECT: SUMMARY OF EVALUATIONS BY PARTICIPANTS

Students' Perceptions

Student Perceptions from Surveys

This section summarizes evaluations of Career Connections completed by CC students in the annual follow-up survey.

The most frequently used CC services were career counseling and testing and interpretation. (Some testing was part of intake process.) Many students also reported they used job search assistance and mentor services. The least used services included employer forums and internships (see Table 4.01). When Career Connections began, project staff had anticipated providing services to students which would help them reach already-established career goals. What project staff had not anticipated was that, even though most students had selected a major, many of them had not identified a career goal. To address this need, project staff administered traditional career assessments to identify students' interests, skills and values. Students also received assistance in arranging informational interviews and job shadowing experiences to assist them in identifying career options.

Table 4.01
Career Connections Service Use

	1993			1994		
	# Respondents	# Used	% Used	# Respondents	# Used	% Used
CC Program Services						
Career Counseling	31	29	93.5	34	28	82.4
Testing and Interpretation	30	24	80.0	33	27	81.8
Job Search Assistance	33	14	42.4	35	13	37.1
Mentorship	32	14	43.8	35	15	42.9
Employer Forums	32	10	31.3	(no item)		
Internship	32	8	25.0	33	7	24.2

Most respondents gave high marks to the CC services they had used. The majority of respondents rated most services as excellent or very good (career counseling, internship, mentorship and employer forums). Testing/interpretation and job search assistance received mostly good/fair ratings from respondents on the 1994 survey. It should be noted that assessment was a required component in the program until later in the grant period (see Table 4.02)

Table 4.02
Career Connections Service Ratings

	1993		1994	
Rated services excellent or very good	**Frequency**	**Percentage**	**Frequency**	**Percentage**
CC Program Services				
Career Counseling	19	65.5	18	64.3
Internship	5	62.5	4	50.0
Mentorship	8	57.1	8	53.3
Job Search Assistance	8	57.1	5	38.5
[1]Employer Forums	5	50.0	-	-
Assessment & Interpretation	8	33.3	11	40.7

[1] This service was not provided in Year 3

Very few students offered suggestions for additional services. Two students suggested topics for workshops: time management skills and resume writing. One respondent forwarded career planning materials they had received from a community college.

Student Perceptions from Mentoring Evaluations

Thirty-four students participated in the Career Connections mentoring program from 1991-1994. Participants were asked to complete a program evaluation which identified their perspectives on the quality and usefulness of the mentoring program. Sixteen students completed the program evaluation. Of these, 9 rated the quality of the Career Connections mentoring program as good; 2 rated it very good and 5 rated it as excellent. As to the usefulness of the mentoring program, 6 rated it as good; 3 rated it as very good and 5 rated it as excellent.

Student Perceptions from Interviews

The following sections highlight findings from interviews conducted in 1993 at the end of year two. (See Appendix A for details on how interviewees were chosen.)

Students mentioned all components of Career Connections as helpful and emphasized the support and responsiveness of staff. Students were very positive and complimentary about their CC experience. Interviewees talked about different aspects of Career Connections when asked to describe what was most helpful. Although different respondents mentioned different services, all components were mentioned.

> *When I went for help I always got thoughtful feedback. And when it was clear that I wasn't able to make any decisions right then, we decided*

> *to put it off a little bit. So I didn't get generic advice, I got advice that was tailored to me, and I thought that was helpful.*
>
> *The mentorship was the highlight of my whole undergraduate career. They were particularly helpful in hunting down a mentor for me. They also supported me in my job search because I contacted them before I got my student job.*

Student Perceptions from Survey and Focus Groups of Non-Users

Students registered with Disability Services but not participating in Career Connections were sent a survey and asked to participate in a focus group discussion. Of the 21 students who responded to the Career Connections' survey, 6 had heard of the service through brochures and student newsletters. Time constraints, concern about stigma, and the availability of other career services on campus were cited by students as reasons that students with disabilities may not access Career Connections. These reasons were reiterated in the focus groups. Also, a recurring theme in the focus groups was disability-related stigma. A student with a psychiatric disability commented, "I am frustrated because I don't get the encouragement. I hear more, 'you can't do it, you're not going to make it'." A student with a hidden disability reported, "I think because, you know, it's not a physical, they can't see it, makes a big difference. I don't want them to know. If I go and ask them I think, do I have to look a certain way for them to actually believe me?"

In referring to the services available through Career Connections, one student stated, "Well, I didn't see how it would be able to help me, I guess." It became apparent that Career Connections needed to diminish some students' perceptions that career services in general are not helpful or do not meet students' specific needs.

Professional Perceptions

Professional Perceptions from Workshop Evaluations

Evaluations of 22 workshops and conference presentations were compiled for the first two years of the project. Evaluations were not administered in year three because most presentations in year three were upon invitation by a group or department rather than sponsored by the project. Results were categorized as to audience type (campus employer, campus staff, conference participant, community employer). Results from 1991-92 were compiled separately from 1993 because a different scale was used each year. Overall, results were very positive. For example,

Table 4.03
1991-1992 Workshop & Conference Presentation Evaluations

Number of evaluations completed: 339

To what extent will you be able to utilize the information for the workshop in your workplace?	Sufficiently or Very Sufficiently
Campus Employers	79%
Campus Staff	79%
Conference Participants	100%

How would you evaluate the materials used in the workshop?	Effective or Very Effective
Campus Employers	100%
Campus Staff	92%
Conference Participants	100%

How would you rate the overall facilitation of the workshop?	Effective or Very Effective
Campus Employers	94%
Campus Staff	96%
Conference Participants	100%

Table 4.04
1992-1993 Workshop & Conference Presentation Evaluations

Number of evaluations completed: 133

The session was presented effectively	Agree or Strongly Agree
Campus Employers	96%
Campus Staff	99%
Conference Participants	99%
Community Employers	94%

The information can be applied in my work setting	Agree or Strongly Agree
Campus Employers	73%
Campus Staff	93%
Conference Participants	78%
Community Employers	97%

The handouts printed were helpful	Agree or Strongly Agree
Campus Employers	87%
Campus Staff	98%
Conference Participants	95%
Community Employers	97%

when asked whether information provided in the workshops or presentations could be applied in their work settings, between 73%-97% agreed or strongly agreed. When asked how they would rate the overall facilitation of the workshop, 95% to 100% rated it effective or very effective. Summary tables of evaluation results are shown in Tables 4.03 and 4.04. See Appendix B for complete results.

Professional Perceptions from Surveys

Over 50% of the respondents felt their involvement with Career Connections influenced both unit and personal change. Respondents were asked about the extent to which they felt the unit and personal changes they described were the result of their involvement with CC services. Over half of the respondents indicated that unit or personal change was "very much" or "quite a bit" the result of CC services (see Table 4.05).

Table 4.05
Extent Change Attributed to Career Connections

	Very Much n(%)	Quite a Bit n(%)	Some n(%)	Not at All n(%)
Unit Changes Attributed to CC Involvement:				
Core Group n=16	6(38)	5(31)	2(12)	3(19)
Others n=37	8(22)	11(30)	11(30)	7(19)
Personal Changes Attributed to CC Involvement:				
Core Group n=20	6(30)	6(30)	5(25)	3(15)
Others n=41	8(20)	16(39)	14(34)	3 (7)

Professional Perceptions from Interviews

Professional staff identified both program components and effectiveness attributes as program strengths. Interview respondents echoed and went beyond 1993 survey findings when discussing program strengths. Identified strengths included three structural components and four effectiveness attributes. Structural components included: work with employers and faculty; educational workshops and information; and direct work with students. Effectiveness attributes included: clear sense of purpose, comprehensive/multi-faceted approach, and skilled staff and quality management.

> Structural Components
>
> *I think you're doing a superb job on working with employers and the faculty on trying to broach sensitivity of the issues of students with disabilities. I personally feel that these have long gone unnoticed. And I think you're bringing an awareness and sensitivity to the whole University and particularly to employers.*

I think two things stand out for me. One thing is the overview of the implications of legislation, both with respect to personnel and service practice. The other thing I think [Career Connections] does especially well is give voice, give occasion for voice, to folk among us with disabilities.

Highly individualized work with the students really is exceptional. And I see it as a hybrid of, you know, what can take place and what people think takes place, and you know, kind of what doesn't take place. I see it as meeting a lot of needs and filling in a lot of gaps. And really coming across with . . . real sound service for a population that is obviously under-served.

Effectiveness Attributes

I think there is a very clear sense of purpose on the part of the staff and a communication of that purpose. I think it provides a comprehensive plan for the development of potential career opportunities for students with disabilities. I think it is very strong to include, to have an advisory board, and to include representatives from, not only, University but also from the community. I think that there has been a very careful plan to involve the input of that advisory committee. I think those meetings are conducted in a very organized, efficient manner. Their purpose and expected outcome is always clear.

Future Needs

Future Needs--Student Perspectives

Most students felt changes were needed in campus services. Over half of the student respondents described changes they felt should be made in campus services. In most cases, respondents focused their comments on changes needed in academic departments. Suggested improvements for employment and career services were also mentioned. Suggested academic changes included: improved departmental and faculty awareness and responsiveness to needs of students with disabilities, particularly learning disabilities; and, quality of student advising and counseling. Suggestions for improvements in employment and career services included: increased knowledge and awareness of hidden disabilities; services available for freshmen and sophomores; and, improved access to CC services for St. Paul campus students.

> Academic Improvements
>
> *It's going to take a lot more time than a couple years . . . people don't change their minds by laws. So there's a lot of perceptions of disabilities as being favoritism, if they're not obvious to the person then they can't be real . . . So it's more the environment of learning. They don't really respect different ways of learning . . . The University as a whole system, in and of itself, is neglecting the fact that everybody learns in different ways.*
>
> Employment/Career Services Improvements
>
> *I think they should be educated more on . . . disability issues. I went to the Career Development Office, I wouldn't really tell them I had a learning disability, because it doesn't really apply to a lot of the things they do, so I wouldn't even bring it up. I mean, for my learning disability, I can't even explain what it is, and if somebody were able to, my mentor helped me pinpoint, I mean I didn't understand the big words that they described me with, so she kind of explained it to me better. But if someone were to ask me in the Career Development Office, "How does your disability affect what you do?" I really don't know. I just know how it affects me daily, you know, making decisions and that sort of thing. So maybe, if they were more educated on what a learning disability was, or other disabilities, it would help them understand the student.*
>
> *I like the idea of Career Connections. But, I think it should start earlier in the college years. Like maybe use it in conjunction with freshman and college testing.*

Future Needs--Professional Perspectives

Professional staff identified a range of challenges their units must address in order to more effectively support and involve students with disabilities. The most perplexing challenge raised by respondents focused on increasing the capacity of staff to deal with hidden disabilities and psychiatric disorders.

> *The area where our office might like a little bit more is in dealing with individuals with psychiatric disorders and just emotional disabilities trying to come back to school . . . We are seeing an awful lot of students come in who are on medications for various kinds of disorders. And a lot of times when I'm working with those students, I'm wondering if there isn't a better way to go about trying to help them do what they need to do.*

Seven additional challenges were discussed:

1) outreach to and collaborative work with other student services units;
2) need for clear referral policies;
3) aggressive strategies to address access and accommodation deficits;
4) involvement of students with disabilities on advisory committees;
5) understanding scope and intensity of student needs;
6) alumni involvement; and,
7) moving beyond physical access and accommodation issues.

Summary

Student evaluations of Career Connections were generally very positive. The highly individualized support was especially valued.

Professional staff also evaluated the project highly. Aspects of the model noted as particularly strong included the work with employers and faculty, the workshops, and the direct services to students. The project was described as having a clear sense of purpose, a comprehensive approach, and quality management.

Much remains to be done, however. Students indicated that faculty responsiveness to the needs of students with disabilities is still an issue, as is the quality of student advising and counseling. Students also cited needs for improvement in career and employment services, including increased understanding of hidden disabilities and more services available for freshmen and sophomores.

Interestingly, professional staff also identified understanding of hidden disabilities as a continuing need. Other issues identified by professional staff included increased collaboration among units, involvement of students on advisory committees, and addressing the wide range of access and accommodation needs.

MODEL-BUILDING AND RECOMMENDATIONS FOR REPLICATION

This section will provide comments on the model that was developed — what worked, what didn't work, and how it might be replicated elsewhere.

Student Services

Project staff discovered very quickly that there was a great need for career services to students. Students were not as far along in their career development as had been expected and the program was re-shaped to include career exploration activities. Although students enrolled in Career Connections exhibited a great need for career services, participation in CC activities was lower than expected. Students recognized that they needed to work on their career development, but academics, jobs, disability management, and family demands took priority. The setting in which the project took place no doubt affected participation. The fact that the University is largely a commuter campus affected the level of involvement on campus. Being primarily a research university, the campus environment was not conducive to promoting career development and employment issues.

Early in the project, staff were concerned that they would not recruit enough students to participate, so they accepted a few students who were not really ready for the program. In the long run, this was not a wise decision because staff had to spend disproportionate amounts of time with these students providing services that were not the focus of Career Connections. To ensure that future selections were appropriate, staff prepared more detailed written guidelines describing student readiness for Career Connections to guide them in the selection process (see Appendix L).

Group activities sponsored by Career Connections, such as employer forums and job search workshops, were not well attended. Students showed greater participation in the mentorship program and individual career counseling. They seemed to need a personal connection to be drawn into Career Connections activities. Project staff adjusted by offering individualized job search and career exploration activities, such as assistance with informational interviewing and job shadowing.

The mentorship experiences developed into a particularly successful program and was cited by some participants as the most important experience in their college education. Joint training with mentors and students and careful pairing of mentors with students were two factors leading to its success. By the fourth year, all mentors were working professionals with disabilities. During the first year of the program, some students did not follow through with their mentors. Thus in year two an orientation was added to clearly explain the expectations of the mentorship experience before students signed up to have a mentor. This orientation resulted in a more committed group of students participating in the program.

The issue of commitment also played a role in the development of the job search assistance program. Early in the program, staff found themselves working harder than the students to find job leads. A decision was made that staff would only work as hard for a student as the student worked for him or herself. Staff delineated their role as not one to *place* students, but rather, to assist students in placing themselves. Thus students needed to play an active role in obtaining job leads.

Students who made the commitment to actively participate in Career Connections found the experience to be very helpful, and, in the majority of cases, pivotal in determining their career direction. CC participants who graduated from or left the University enjoyed a much higher employment rate than graduates with disabilities in other studies.

Staff Services

Project staff recruited campus staff to participate in Career Connections by tapping into the Career Network, an informal group of about 400 campus staff interested in students' career development. During the first two years, these groups were targeted for CC-sponsored workshops. These initial workshops generated a great deal of interest and resulted in numerous invitations to collaborate with other units to co-sponsor additional workshops. The initial broad-based workshops also provided visibility for Career Connections to the University community. Project staff had originally planned to provide training to 400 campus professionals. Instead, more than 1,800 campus professionals were reached.

As a result, it was impossible to provide to such a large group the amount of follow-up technical assistance that had originally been planned. Capitalizing on the interest generated by the ADA, project staff sacrificed depth for breadth and selected a few key units on which to focus their follow-up technical assistance

The initial overview workshops provided a foundation on which project staff built for the next two years, offering follow-up workshops and specific topics identified by participants and responding to invitations to make presentations geared for specific units. The biggest problem in conducting follow up was staff turnover. In addition to staff changes due to restructuring in a number of departments, some of the staff who received the initial training were graduate students.

The project was also broad-based in its selection of an advisory committee. Perhaps because the committee offered a rare opportunity for employers and campus/community professionals to network with each other, project staff had no difficulty recruiting advisory committee members, and most continued to serve on the committee throughout the grant period. The most effective format for meetings was to spend the majority of the time in small groups discussing issues the project was facing and having the committee provide suggestions as to how to address those issues.

It became evident that it would be very desirable to build a cohesive team of campus professionals to move forward the CC agenda, Several small working groups were formed to work on specific issues, including the Section 504 task force, the ADA and U committee, and the committee that planned the job fair and diversity activities each year.

Written interagency agreements were much more difficult to achieve than project staff had imagined. Staff turnover was the major culprit in slowing progress toward signed agreements. Project staff found that the process of working on the agreement was more important than the product. Usually, items included on the agreement were implemented long before the agreement was signed. It may be that written interagency agreements are too static to be meaningful in institutions experiencing such rapid change. Fluid collaborative relationships may be the best alternative to written agreements, with perhaps a document on-line describing the current working agreement.

Employer Involvement

Project staff had no difficulty finding employers willing to work with CC students. Many more employers volunteered than could be tapped to serve as mentors and to provide informational interviews and job shadowing experiences. However, it was sometimes difficult to match employers to students' interests. A large number of interested employers were from large companies, especially insurance companies. At the same time, a majority of the CC students were interested in the social services and education. Ironically, the most difficult mentor to find was for a student who was interested in secondary teaching.

Contrary to the original plan, project staff did little work directly with employers and internship supervisors regarding individual students. This was partially due to students' concern about being identified as disabled by virtue of participation in Career Connections. If project staff worked with an employer, there was no way to avoid disclosing that the student had a disability. The lack of employer contact was also due to the project staff's decision to lay the responsibility of getting a job on the student. Without direct involvement in placement, contact with the employer later on was less likely.

Dissemination

Perhaps Career Connections' greatest contribution to the field was through its conference presentations and publications. The original proposal indicated that Career Connections would submit proposals to present at 5 conferences over the life of the project. Career Connections presented at 35 conferences, reaching over 1,600 individuals. The number of organizations which requested consultations and printed information attests to the need for more information accessible to practitioners. Through consultations, CC staff assisted other institutions in writing proposals and implementing similar projects. Through the training manuals developed, Career Connections provided resources for others to replicate the campus professional and mentorship training. The bibliographies, now in ERIC, and the journal articles spread the influence even wider. Disability Services will continue to offer these publications at cost.

In its conference presentations and publications, Career Connections made a deliberate effort to reach not only disability service providers but also career professionals. However, in choosing to focus dissemination efforts on campus professionals, Career Connections did not reach a wider employer audience. There was not time to target and reach conventions and publications read by human resource professionals and other employer groups. This is one reason the University wrote the proposal for Careers On-Line, which has a much stronger employer focus than Career Connections.

Activities That Were Not Part of the Original Proposal

Project staff seized opportunities to enhance their effectiveness, even though the activities were not part of the original objectives of the project. For example, in the first year, staff initiated a 3-day conference on the ADA and obtained the sponsorship of 12 other campus units and a small grant from the Community Building Project on campus. It turned out to be a very effective way to kick off the first year of the project.

Staff also responded to feedback from workshop participants about factors that might improve the project's effectiveness. For example, when evaluations indicated that participants appreciated hearing directly from people with disabilities, students with disabilities were hired and trained to co-facilitate workshops with project staff. Training materials for the student trainers are included in the *Putting Ability to Work* training manual developed by the project.

Another unplanned collaborative venture was the co-sponsorship of the College of Liberal Arts' (CLA) job fair. Career Connections had participated in a forum on workplace diversity sponsored by Cargill, where project staff met staff from the University's Martin Luther King Program. The director of this program invited project staff and staff from the CLA Career Development Office to discuss ways to engage employers with students of color and students with disabilities. This led to an annual co-sponsorship of the CLA job fair, with an emphasis on diversity.

Many dissemination activities were not planned in the original proposal. For example, materials developed by Career Connections (e.g., newsletter, job accommodation handbook) were put on-line and are available to anyone with Gopher or World Wide Web access. An e-mail address has also been established as an information and referral service. Also, staff were invited to co-facilitate workshops with an OSERS-funded project at the University of Wisconsin at Madison. Staff also initiated a collaborative effort with an OSERS-funded project at the University of Massachusetts at Amherst to co-edit two annotated bibliographies.

Project staff placed a high value on integrating project activities into departmental operations. Aspects of the project were changed so that integration could be better achieved. For example, students are expected to take the initiative in setting up appointments with their DS counselors. The CC model of determining in the program plan how many times the student would meet with his or her counselor did not fit with the existing model and was dropped. On the other hand, some aspects of the project that staff had hoped to integrate into existing services, were not integrated. For example, the original proposal had envisioned DS counselors serving as case managers regarding students' career development. This proved to be unrealistic. Instead, project staff served students' career development needs and regular DS staff served their academic needs. Staff did consult with each other concerning individual student issues.

The disability networking luncheons are another example of an activity that was not in the original proposal. When the employer forums did not yield adequate student participation, project staff, in consultation with the Disabled Student Cultural Center, developed and implemented the idea of luncheons to encourage networking among students and working professionals with disabilities. These events were better attended than the forums.

Program Evaluation

Career Connections invested a great deal of time and effort on evaluation. Project staff worked collaboratively with an external evaluator to design the evaluation methods and instruments. The evaluation required more time than was perhaps warranted because of the number of objectives in the proposal and the difficulty of measuring some of the predicted outcomes. Staff collected more data than could be handled efficiently with the resources available. However, this was not predicted at the beginning and original data were not entered into a statistical package until later, when staff realized the data could not be handled manually. Because of the large numbers of campus professionals who participated in one way or another, it was impossible to follow their progress as intensively as originally planned.

In terms of students, it was very difficult to obtain follow-up data. The staff compensated by combining data collected via survey and phone follow up. Employment outcomes were difficult to analyze because there were so many variables to consider (e.g., determining how to classify participants who were part-time students and working full-time; considering the two groups of students — those who had graduated and those who had left; looking at employment outcomes at different points in time).

Student outcomes that were difficult to evaluate were those regarding disclosure to employers and use of accommodations. Evaluating whether students were now selecting more appropriate options in these areas would require looking at the individual student's disability, functional limitations, and the job setting. Although these data were available, staff did not have the resources to analyze them.

It was impossible to collect baseline data in some areas (e.g. counselor contacts regarding career issues), because the existing database at the beginning of the project did not include the area. A complete database used in common with the Disability Services unit was not complete until halfway through the project. However, the project had a long term impact on the department by fostering the development of the database — including records in the database that were not even recorded before the project. These influences remained after the grant funding ended.

The evaluation included activities that were not originally proposed. For example, when project staff found that participation in Career Connections was lower than the demonstrated need, staff carried out surveys and focus group interviews with students who were registered with Disability Services but were not using Career Connections. Staff gained valuable information from that process, not only for its own project, but also for the department as a whole.

Summary

The Career Connections model, then, underwent several changes to adapt to the population served and to circumstances during the period of the project. The basic goals for the project, however, remained intact and continue to drive the ongoing program. Career Connections exists to provide unique disability-related career services to students with disabilities that are not available in collegiate offices. However, the long-term goal is to train career services staff so that any collegiate or campus-wide career office would be able to provide appropriate career services to students with disabilities. Career Connections also exists to educate campus staff and community employers about the benefits of hiring people with disabilities and about the letter and the spirit of the ADA. Finally Career Connections exists to build collaborative relationships between Disability Services and career/employment-related services on campus and in the community.

Students and staff have pointed to areas that continue to need improvement, including more education for both faculty and staff about hidden disabilities, career services for freshmen and sophomores, and better collaboration among units. The U.S. Department of Education grant made it possible to articulate and formulate the University's approach to disability and career development. The University has made a commitment to continue to advance the career potential of students with disabilities.

Recommendations

Based on the experiences in implementing and evaluating Career Connections, the following recommendations are made to other institutions considering replication of the model:

- Target students as early in their education as possible. If the project is at the postsecondary level, include activities for first and second-year students as well as upper-level students.

- Do not assume anything about the level of students' career development. Make objectives flexible enough that they can be adapted to suit the needs of the participants.
- Include a campaign to influence the academic community so that they will acknowledge the importance of career development and encourage students to participate in career development activities.
- Serve only students whom project staff believe are ready for the program. On the other hand, if the majority of students are not ready for the program, consider whether it's the program that needs to be changed.
- Obtain students' commitment to participate and to respond to requests for follow-up information before enrolling them in the program.
- When collecting data on students, avoid exam times and the week before exams.
- Review other follow-up studies so that instruments are designed to include important aspects of the data (for example, it is not adequate to ask the student whether they have left the University and then to assume that he or she is no longer a student if the answer is yes; the student may be attending school elsewhere).
- In designing the project, consider how it will be integrated into existing programs and services.
- Take advantage of unforeseen opportunities if they fulfill the mission of the project, even if they don't fulfill the design of the project.
- Identify a small group of eight to ten key contacts on campus and form a strategic planning team.
- Identify career areas student participants are interested in and target employers in those areas.
- Think beyond one's own campus and consider how the experiences of this project might benefit a national audience. Seek ways to broaden impact to the larger community.
- Analyze evaluation data on an ongoing basis so that project decisions are based on current evaluation results.
- When designing the project, select the number of objectives that can be achieved and measured with the resources available. Also consider how the objectives will be measured at that time, not after the proposal is funded.
- Begin planning for continuation at the time of project design. Make sure that how the project will be continued after grant funding guides decisions throughout the grant period.

Considerations in Replicating the Career Connections Model

The Career Connections model has been described in brief in the Introduction and in detail in the Activities and Accomplishments section of this report. Institutions considering replication of this model or parts of the model will need to consider the resources available. Career Connections received $362,334 in federal funds over three years. In addition, the University contributed $210,103 in cash and in-kind support, not counting office space, computer and office equipment, and accounting services. Career Connections also obtained several small grants (approximately $5,000) from University and community sources.

Other aspects to consider when determining replicability include the size and type of institution. The University is a large, commuter, research university with a large Disability Services office. The size and scope of the project was no doubt influenced by its context.

Staff who served on the Career Connections project can be reached by contacting Disability Services at the University of Minnesota. Questions can be directed to the following persons:

Training/technical assistance: Susan Aase, Assistant Director
Student career services: Donna Johnson, Career Services Coordinator
General questions about the project: Betty Aune, Associate Director

Disability Services, University of Minnesota
12 Johnston Hall, 101 Pleasant St. SE
Minneapolis, MN 55455
612-626-9658
careers@disserv.stu.umn.edu
http://www.disserv.stu.umn.edu/TC/Grants/COL/

APPENDIX A:

Evaluation Methods

APPENDIX A:
EVALUATION METHODS

Overview

Project staff used a variety of tools to maintain records of activities, to measure outcomes, and to determine participants' perceptions of the value of the project. Paper files and an electronic database were used to record activities of project participants. Students and campus staff were surveyed at the beginning of their involvement with Career Connections and annually thereafter. These surveys measured changes in knowledge, attitudes, and behavior, and also provided participants an opportunity to evaluate Career Connections services. A series of in-depth interviews were conducted with students and professionals during the summer of 1993, as part of the second year evaluation. The purpose of these interviews was to understand participants' opinions about the program and to expand on information available from annual surveys. A purposeful sampling strategy was used to select participants for interviews. All interviews were tape recorded and transcribed for analysis. A full report of interview findings is contained in the year two evaluation report, which is available from Disability Services, University of Minnesota.

Data on Professional Staff

Data were collected on two groups. The core group consisted of those staff participants who attended the overview workshops held during the first year of the project. Staff were able to collect pre-intervention and follow-up data on this group, which consisted of 90 staff from 49 departments. The second group is referred to as "other campus professionals," representing 51 departments. On this group, which consisted of 83 campus professionals who participated in second and third year project activities, staff collected annual follow-up data. Data collected on campus staff from coordinate campuses of the University and professionals from the community who participated in these events were not included in the sample, as project staff were interested in studying a distinct group which they could impact in a number of ways on campus. Additional campus professionals participated in later Career Connections events, but were not included in the data pool because project staff would not have been able to follow them for a long enough time period to gather follow-up data.

Consultation Notes

A record was kept of consultations made with University staff or with professionals from other organizations. In addition to notes on the consultation, the database included information on the person's title, organization, and unit. This section of the database is also described under Objective 5.2 in the Accomplishments section.

Surveys.

Faculty, professional staff and graduate student staff who had contact with Career Connections were surveyed on an annual basis to obtain their assessment of Career Connections services and to learn what, if any, initiatives were undertaken in departments or units to improve accessibility. The survey also measured changes in their knowledge of the ADA and the amount and type of consultation they sought regarding disability issues. Surveys were mailed to two groups of professional participants. The core group completed pre-involvement surveys as well as annual follow-up surveys. Other campus professionals were mailed the annual follow-up surveys during spring quarter (see Appendix C for copies of the survey). Table A1 indicates the response rate for professional surveys.

Table A1
Professional Survey Response Rate

	Core Group			Other Professionals		
	Number Surveyed	Number Returned	% Response Rate	Number Surveyed	Number Returned	% Response Rate
Response Rates:						
Pre-CC Involvement	90	85	94.4	---	---	
Spring 1993 Survey	54	42	77.8	83	67	80.7
Spring 1994 Survey	47	25	53.2	64	43	67.1

Interviews

Ten interviews with staff were conducted in July of 1993. The individuals were selected for interviews based on their participation in multiple CC program activities as well as on their professional roles. Eight of the interviewees were associated with student support services. Two individuals were selected due to their broad view of University activities and their role on the Career Connections advisory committee.

The primary purpose of the 15-45 minute interviews was to explore how respondents described the program, and the results of their participation, when given the opportunity to discuss their experience.

Evaluation Forms Completed by Workshop Participants

CC staff developed an evaluation form used at workshops and conference presentations. In year one, a 4-point Likert scale was used. This was changed to a 5-point scale in year two. The form also included open-ended questions. See Appendix C for a sample copy of the evaluation forms.

Data on Students

Students were grouped into cohort 1, 2, or 3 based on entry date. Cohort 1 included students who entered Career Connections during fall quarter 1991 or winter quarter 1992. Cohort 2 students entered Career Connections in the spring, summer, or fall of 1992 and winter 1993. Cohort 3 included students who entered since spring quarter of 1993 through winter of 1994.

Assessment Instruments

Cohort participants took three commercial assessment instruments, which are described in the Introduction to this report. Technical information about the instruments is summarized below. Citations for the instruments are found at the end of this Appendix.

The Career Decision Scale was used to identify students' level of career indecision. Several studies examined the underlying structure of this instrument including a factor analysis of Indecision Scale items with a sample of 837 college students. Test-retest correlations for total Career Decision Scale yielded a correlation of .70.

The Career Development Inventory College and University Form was used to identify career maturity. A sample of 1,345 community college and four-year college students (including students from the University of Minnesota) completed the instrument and data from the sample were used to create norms for each of the eight scales. Measures of internal consistency for the combined scales range from .79 to .88 with a median of .86. The measurement has been validated for content and construct validity.

The Adult form of the Coopersmith Self-Esteem Inventory was administered to 226 college students. The mean age of students was 21.5 years with a standard deviation of 3.5 and a range of 16 to 34 years. Measures of internal consistency for college students using the adult form indicated coefficients of .80 for males and .82 for females. The measurement has been tested for construct, concurrent, predictive, convergent and divergent validity. Reliabilities ranged from .78 to .85.

Surveys

Information about student practices and perspectives was obtained from an enrollment survey and annual follow-up surveys (Spring 1993 and 1994) mailed to all CC participants and from interviews of a cross section of CC participants.

Modified follow-up surveys were mailed to all CC students who had left or graduated from the university. Table A3 shows the effective response rates of different groups to both entry and follow-up surveys. For copies of the surveys, see Appendix C.

Table A2
Student Survey Response Rate

	Aggregate [1]n(rr)	**Cohort 1** n(rr)	**Cohort 2** n(rr)	**Cohort 3** n(rr)
Student Status				
Entry	86(92.5)	33(89.2)	34(94.4)	19(95.0)
1993 Follow-up	27(59.0)	15(53.6)	12(46.2)	---
1994 Follow-up	18(51.4)	6(42.9)	8(57.1)	4(57.1)
Alumni Status				
1993 Follow-up	6(54.5)	2(33.3)	4(80.0)	---
1994 Follow-up	18(48.6)	7(50.0)	7(41.2)	4(50.0)
Student/Alumni Combined				
Entry	86(91.5)	33(89.2)	34(94.4)	19(95.0)
1993 Follow-up	33(50.8)	17(50.0)	16(51.6)	---
1994 Follow-up	36(50.0)	13(50.0)	15(48.4)	8(53.3)

[1] rr = response rate

Basic frequencies were calculated and open-ended responses summarized for all items. The analysis focused on identifying response trends to closed-ended items.

Interviews

Sixteen interviews were conducted with students in July of 1993. Students were selected for interviews based on the extent of their involvement in the program and entry date. Low-involvement students (n=5) participated in diagnostic testing and interpretation only. Medium- and high-involvement students (n=11) were selected based on the number of different program services they used in addition to testing.

The primary purpose of the interviews was to explore how students assessed their Career Connections experience. The 20-45 minute interviews were taped, in most cases, and transcribed for analysis.

Application to Career Connections

Data collected in the Career Connections application was entered into an electronic database. Information included use of job accommodations, previous work and/or volunteer experience, and long-range career goals. Students were already registered with Disability Services before entrance to Career Connections; that registration (entered into the same database) included demographic information. See Appendix C for copies of the application and registration forms.

Demographic Information

Project staff accessed the AIS (Automated Information System) for all University students to obtain demographic information about Career Connections students. Information about their disability was available on their Disability Services' registration form which was in the electronic database.

Program Plans and Program Plan Updates

Career Connections participants were asked to select services which fit their career needs. Mentoring, internship assistance, and a three-course career development sequence were some of the items offered. Once students had selected services, project staff entered the selection into the database. Career Connections also used paper copies of program plans which allowed students to keep a hard copy of the plan for future reference. Project participants had the opportunity to update their program plans on a yearly basis. See Appendix C for a copy of the program plan.

Case Notes and Record of Contacts with Students

Project staff kept case notes on each contact with project participants. These case notes allowed project staff to have a greater understanding of student needs and to track their progress in meeting their goals. The case notes were used in the evaluation process as a contextual framework for interpretation of other data collected, as a validation of other data collected, and to fill in the gaps when pieces of data were missing.

Follow-up Forms

Project staff developed follow-up forms to track student progress in CC activities. Project staff attempted to contact all project participants by telephone each January and June to track student progress in terms of program participation, employment, and job retention. Data collected from these phone calls were entered into the database. Information tracked on the follow-up forms included participation in: a) the career development courses; b) mentoring program; c) internships; d) part-time jobs through Student Employment; e) employer forums; (f) student development activities; g) career fairs; and h) post-graduate employment. See Appendix C for a copy of the follow-up form.

Data on Employers/Mentors

Employers were invited to campus in a variety of ways – through employer forums, career fairs, mentorships, and networking luncheons. Data were not collected on employers, except those who served as mentors, because staff were not able to follow the same group of employers over the life of the project.

Surveys.

Mentors — professionals from the University and business communities — completed program evaluations at the end of each year's mentoring program to identify its quality and usefulness. Program evaluations were mailed to mentors at the end of each mentoring program. (See Appendix C) Of the 10 mentors who participated in 1992, 8 (.80) completed program evaluations; of the 22 who participated in 1993, 7 (.32) completed the program evaluation; and of the 12 who participated in 1994, 7 (.58) mentors completed the program evaluation.

Surveys were also sent to all mentors who participated in the program from 1992-1994. These surveys were designed to identify the components of successful mentoring partnerships and will be used for further research. Of the 34 mentors who participated in the program, 22 (.65) completed surveys.

Analysis of Data

An external evaluator was employed to analyze the results of surveys and interviews. She provided tables and narrative reports of her analysis, which have been incorporated into this report.

Analysis of employment outcome data was conducted by a graduate research assistant. As similar questions were asked on the survey and the phone follow-ups, results were combined to increase the number of students represented. Phone follow-up results were combined from June of '94 and January of '95. The survey was conducted in May '94. No students were reported on twice. See Appendix B for examples of tables developed (Tables B7 through B8). Procedures used to compile employment outcomes are summarized below.

- Contracted with Data and Reporting Services to generate student status and graduation information on CC students.
- Created an Excel table of participants who had graduated/left. Included in the table previous college, date of last enrollment from the University, and date of graduation.
- Used color to indicate which of those students who were contacted during last follow-up were students, leavers, or graduates.
- Created a chart in Excel of those contacted who were employed versus not employed, number of hours worked, and annual salary. Indicated response rates for those leavers/graduates who were successfully contacted versus those who were not.
- Separated the students into two groups — leavers and graduates — and created charts for each group.

After determining the results from follow-up of the leavers and graduates, the results of the entire group were broken down based on number of months since the students had left the University.

- Using the database, created a list of all CC students who had been contacted, along with dates of contact.
- Created an Excel table for each contact period that included date graduated or left the university, date of contact with each student, and time since leaving or graduating from the university.
- Created a list of names and months for six-month time periods since departure.
- Created an employment table in Excel for each six month interval.
- Used previous tables to gather information on employment.
- Used student files to validate results and supply information on whether the student was looking or not looking for employment.

Storage and Reporting of Data

The following methods were used to store, analyze, and report on project activities and outcomes.

Electronic Database

An electronic database was used to store most of the information described above. Originally the database was developed using Filemaker Pro software. As the database continued to be expanded for many uses in the department, a switch was made to Fourth Dimension (4D), a more complex program which could handle more data.

Every person in the database could be assigned one or more flags. In this way staff could keep track of mailing lists, attendees at events, employers interested in participating in Career Connections activities, and members of the advisory committee.

The database was shared with Disability Services staff, so project staff were able to view activity with students and professionals conducted by all members of the DS staff.

Year Two Report

A formative report was written at the end of year two, based on interviews and pre- and follow-up surveys of students and campus professionals. Information from that report has been updated and included in this final report.

Quarterly Reports

Project staff prepared monthly reports in year one and quarterly reports in years two through four, summarizing project activities. These were submitted to the principal investigator, the vice president for Student Affairs, and to the program officer. They provided a record of activities that were not documented in the electronic database and therefore offered additional information for the final report.

Continuation Application

Disability Services was not required to submit a continuation application for year two funding, but the application for year three funding was updated and forms the basis of the Accomplishments section of this report.

Documentation of Dissemination Activities

The materials developed by the project provide documentation of many of the dissemination activities and are enclosed with the copy of this report to the program officer. Training activities are documented in Appendix B, Table B6. Other readers of the report may obtain copies of the materials from the Disability Services office for the cost of printing and postage. See the order form in Appendix F.

All of the materials were reviewed in some way. The two training manuals, "Putting Ability to Work," and "The Mentoring Experience," were field-tested nationally (see review forms in Appendix C). Results of the field test were used in revision of the materials before dissemination. Manuscripts for journal publication were peer reviewed. Some are now published and others are still under review. See the list of papers and their status at the time of printing of this report in Appendix F. Other materials, such as the Job Accommodation Handbook, the annotated bibliographies, and the annual newsletter, were reviewed by the dissemination editor, a consultant to the staff.

Surveys and Focus Groups of Non-participating Disabled Students

In year three, Career Connections mailed out 350 surveys to students who were registered with Disability Services but had not used Career Connections services. The purpose was to determine why they had not chosen to participate and how Career Connections might make their services more attractive to students. Students were asked on the survey if they would be willing to participate in a focus group to discuss these issues. Of the 21 students who responded to the survey, 12 indicated an interest in participating in focus groups. Career Connections led three focus groups with 21 students participating. (These focus groups were held in conjunction with Careers On-Line, another OSERS-funded project of Disability Services). A total of 700 surveys were sent to nonparticipating students; 350 students whose last names started with A-L received the Careers On-Line survey and 350 whose names started with M-Z received the Career Connections survey. Twenty students responded to the Careers On-Line survey. Of these, 14 reported that they would be interested in participating in a focus group. Participants were not identified by ethnicity, year in school or academic major. They were randomly selected from Disability Services' data base as individuals who had used Disability Services within the past two years, but had not used Career Connections or Careers On-Line services.

Limitations of the Career Connections Evaluation

Several limitations should be noted in terms of the data collected and analyzed.

1. Not all participants (students and staff) were reached at follow-up, so comparison with data at entry does not involve identical groups.

2. The 'n' for students is small, especially when the data are divided according to cohort groups.

3. There is no control group, so changes observed cannot be attributed with certainty to the intervention.

4. Some data sets are incomplete because staff were not able to obtain all information desired (e.g., attendance was not taken at career fairs).

5. The electronic database was developed and staff were trained in its use during the project. Some errors were found in the way staff entered data. These were corrected to the extent possible.

Assessment Instruments

Coopersmith, S. (1981). Self-Esteem Inventories. Palo Alto, CA: Consulting Psychologist Press.

Osipow, S.H., Carney, C.G., Winer, J., Yanico, B., & Koschier, M. (1976). The Career Decision Scale (3rd ed.). Odessa, FL: Psychological Assessment Resources.

Super, D.E., Osborne, W.L., Walsh, D.J., Brown, S.D., & Niles, S.G. (1992). Developmental career assessments and counseling: The C-DAC model. Journal of Counseling and Development, 71, 74-79.

APPENDIX B:

Tables and Figures

Table B1

Gender of All CC Students

	CC All Cohorts		Cohort 1		Cohort 2		Cohort 3	
Gender	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Female	48	51	18	49	22	61	8	38
Male	46	49	19	51	14	39	13	62
	94	100	37	100	36	100	21	100

Table B2

Ethnicity of CC Participants Compared to Students Registered with Disability Services

	[1]DS		CC All Cohorts		Cohort 1		Cohort 2		Cohort 3	
Ethnicity	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
African American	98	6.3	3	3.2	1	2.7			2	9.5
American Indian / Alaskan Native	17	1.1								
Asian/Pacific Islander	46	2.9	3	3.2	1	2.7	2	5.6		
European American	1,330	85.0	85	90.4	33	89.2	33	91.7	19	90.5
Hispanic	37	2.4	1	1.1			1	2.8		
International	27	1.7	1	1.1	1	2.7				
Other	10	0.6	1	1.1	1	2.7				
Sub-Total	1,565	74.1	94	50.0	37	100.0	36	50.0	21	50.0
Unknown	546	25.9								
Total	2,111	100.0	188	100.0	74	200.0	72	150.0	42	100.0

[1] Percentage for DS students are based on the number for whom ethnicity was known.

Table B3

Primary Disabilities of Students

Primary Disability	CC All Cohorts Frequency	CC All Cohorts Percentage	Cohort 1 Frequency	Cohort 1 Percentage	Cohort 2 Frequency	Cohort 2 Percentage	Cohort 3 Frequency	Cohort 3 Percentage
Systemic	9	9.6	3	8.1	4	11.1	2	9.5
Learning Disability	26	27.7	11	29.7	9	25.0	6	28.6
Psychiatric	17	18.1	5	13.5	9	25.0	3	14.3
Mobility	20	21.3	9	24.3	9	25.0	2	9.5
Low Vision	5	5.3	3	8.1	1	2.8	1	4.8
Head Injury	9	9.6	2	5.4	3	8.3	4	19.0
Blind	5	5.3	3	8.1	1	2.8	1	4.8
Hearing Loss	1	1.1	0	0.0	0	0.0	1	4.8
Deaf	1	1.1	0	0.0	0	0.0	1	4.8
Chemical Dependency	1	1.1	1	2.7	0	0.0	0	0.0
	94	100.0	37	100.0	36	100.0	21	100.0

Table B4

Profile of CC Student Participants at Entry

Year in College at entry

	Aggregate		Cohort 1		Cohort 2		Cohort 3	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Prospective	1	1.1			1	2.8		
Freshman	4	4.3	1	2.7	1	2.8	2	9.5
Sophmore	8	8.5	3	8.1	4	11.1	1	4.8
Junior	28	29.8	13	35.1	10	27.8	5	23.8
Senior	37	39.4	16	43.2	13	36.1	8	38.1
Adult Special	1	1.1			1	2.8		
Graduate	6	6.4	3	8.1	2	5.6	1	4.8
Alumni	2	2.1			1	2.8	1	4.8
Extension	7	7.4	1	2.7	3	8.3	3	14.3
	94	100.0	37	100.0	36	100.0	21	100.0

College at entry

	Aggregate		Cohort 1		Cohort 2		Cohort 3	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Carlson School of Managment	3	3.3	2	5.4			1	5.0
Education	3	3.3	1	2.7			2	10.0
Institute of Technology	6	6.6	1	2.7	2	5.9	3	15.0
Graduate School	6	6.6	3	8.1	2	5.9	1	5.0
Biological Sciences	2	2.2	1	2.7	1	2.9		
Liberal Arts	52	57.1	23	62.2	22	64.7	7	35.0
University College	1	1.1	1	2.7				
General College	6	6.6	1	2.7	4	11.8	1	5.0
Occupational Therapy	1	1.1	1	2.7				
Agriculture	1	1.1	1	2.7				
Natural Resources	1	1.1					1	5.0
Human Ecology	2	2.2	1	2.7			1	5.0
Extension	7	7.7	1	2.7	3	8.8	3	15.0
	91	96.8	37	100.0	34	94.4	20	95.2
missing	3	3.2			2	5.6	1	4.8

GPA at entry

	Aggregate		Cohort 1		Cohort 2		Cohort 3	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4.00	5	6.0	4	11.4	1	3.1		
3.67-3.99	7	8.4	3	8.6	3	9.4	1	6.3
3.33-3.66	15	18.1	4	11.4	10	31.3	1	6.3
3.00-3.32	16	19.3	6	17.1	6	18.8	4	25.0
2.67-2.99	13	15.7	4	11.4	6	18.8	3	18.8
2.33-2.66	16	19.3	7	20.0	4	12.5	5	31.3
2.00-2.32	7	8.4	4	11.4	2	6.3	1	6.3
1.67-1.99	2	2.4	1	2.9			1	6.3
1.33-1.66	2	2.4	2	5.7				
	83	88.3	35	94.6	32	88.9	16	76.2
missing	11	11.7	2	5.4	4	11.1	5	23.8

Mean GPA

	Aggregate	Cohort 1	Cohort 2	Cohort 3
mean	2.99	2.93	3.15	2.79
min	1.58	1.58	2.00	1.96
max	4.00	4.00	4.00	3.88

Table B5

Results of Career Development Inventory

CDA (Career Development Attitudes)

	All Cohorts		Cohort 1		Cohort 2		Cohort 3	
Percentile Score	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-25	42	44.7%	14	43.7	18	50.0	10	47.6
26-50	19	20.2%	8	18.8	6	16.7	5	23.8
51-75	12	12.8%	6	12.5	4	11.1	2	9.6
76-100	21	22.3%	9	25.0	8	22.2	4	19.0
	94	100.0%	37	100.0	36	100.0	21	100.0

CDK (Career Development Knowledge)

	All Cohorts		Cohort 1		Cohort 2		Cohort 3	
Percentile Score	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-25	26	27.7%	9	24.3	10	27.8	7	33.3
26-50	22	23.4%	8	21.6	7	19.4	7	33.3
51-75	32	34.0%	15	40.6	13	36.1	4	19.1
76-100	14	14.9%	5	13.5	6	16.7	3	14.3
	94	100.0%	37	100.0	36	100.0	21	100.0

COT (Career Orientation Total)

	All Cohorts		Cohort 1		Cohort 2		Cohort 3	
Percentile Score	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-25	33	35.1%	13	35.2	11	30.5	9	42.8
26-50	27	28.7%	8	21.6	14	38.9	5	23.8
51-75	17	18.1%	8	21.6	6	16.7	3	14.3
76-100	17	18.1%	8	21.6	5	13.9	4	19.1
	94	100.0%	37	100.0	36	100.0	21	100.0

Table B6

Career Connections Training Report
8/15/91-8/15/95

SUMMARY

Conferences	40
State & Regional	15
National/International	25
Total Attendance	1900
Workshops	54
Total Attendance	1839
Graduate Courses	20
Total Attendance	482
Orientations	2

Total Trainings	**116**
Total Attendance	**4,221**

Note: Since attendance counts aren't available for all training sessions, all attendance counts shown above are minimum estimates.

Research & Demonstration Projects: Conferences

Date	Topic/Title	Audience	Attendance	Estimated Hours
Winter '92	Career Development and Placement Counseling for College Students with Disabilities	MN Association for Counseling & Development, Minneapolis, MN		20
	Career Connections Project	Transition Strategies that Work conference, Minneapolis, MN		20
Spring '92	Career Connections Project	MN Career Development Association, Minneapolis, MN		30
	Career Connections Project	Higher Education Consortium on Learning Disabilities, St. Paul, MN		60
	Poster session on Career Connections Project	U.S. Department of Education, Project Director's Meeting, Washington, DC		100
Summer '92	Organizing to Accommodate Students with Disabilities: an International Perspective	Organizing to Accommodate Students with Disabilities: An International Perspective, Innsbruck Austria		45
	Career Connections: Two Demonstration Models Bridging Postsecondary Education and Employment	Association on Handicapped Student Service Programs in Postsecondary. Education (AHSSPPE), Long Beach, CA		30
	Putting Ability to Work	Midwest College Placement Association, Deerborn, MI		20
Fall '92	Benefits of Mentoring in Career Development	MN Rehabilitation Association, Brainerd, MN		40
	Enhancing the Career Potential of College Students with Learning Disabilities	Learning Disabilities of Minnesota, Minneapolis, MN		40
Winter '93	Disability in the Workplace: An Inside View	Transition into Tomorrow's Workplace, Minneapolis, MN		61
	Rights of Students with Disabilities: Responsibilities of Student Affairs Professionals	Nat'l Assoc. of Student Personnel Administrators, Boston, MA		65

Research & Demonstration Projects: Conferences

Date	Topic/Title	Audience	Estimated Attendance
	Career Development for Students with Disabilities: A Three Course Sequence	Transition into Tomorrow's Workplace, Minneapolis, MN	66
	Career Connections for University Students with Disabilities	American College Personnel Association, Kansas City, KS	45
	Transition and Disability Services	Rocketing Into the Postsecondary Education Conference-Mankato State University, Mankato, MN	100
	Enhancing the Career Potential of College Students with Learning Disabilities	Learning Disabilities Association of America, San Francisco, CA	110
Spring '93	Career Development Issues for People with Disabilities	MN Career Development Association, Minneapolis, MN	7
	Benefits of Mentoring in Individual Career Development	Transition into Tomorrow's Conference, Minneapolis, MN	30
Summer '93	Benefits of Mentoring in Career Development	Association on Higher Education and Disability (AHEAD), Baltimore, MD	25
	Career Connections	Project Director's meeting poster session, U.S. Dept. of Ed. OSERS, Washington, DC	100
	Implications of ADA in the Workplace	Labor Education Service Conference, Minneapolis, MN	30
Fall '93	Providing Effective Career Development and Placement Services for Students with Disabilities in Postsecondary Institutions	Work Now and In the Future Conference, Portland, OR	20
Winter '94	Job Fair and Diversity	National Association of Student Personnel Administrators Conference (NASPA), Dallas, TX	10
	Career Development	National Career Development Association Conference (NCDA), Albuquerque, NM	35

Research & Demonstration Projects: Conferences

Date	Topic/Title	Audience	Estimated Attendance
Winter '94 Con't	Providing Effective Career Development and Placement Services for Students with Disabilities in Postsecondary Institutions	University of Massachusetts - Amherst, Boston, MA	26
	Providing Effective Career Development and Placement Services for Students with Disabilities in Postsecondary Institutions	Penn Valley Community College, Kansas City, KS	35
Spring '94	Career Connections: Featured Project Presentation	Project Director's Meeting, U.S. Department of Education, OSERS, Washington, DC	20
	Ten Strategies for Effective Career Services for Students with Disabilities	New York University Systems Conference, Keynote Address, Albany, NY	100
	Strategies for Counseling and Advising People with Disabilities	American Counseling Association, Minneapolis, MN	75
	"To Boldly Go Where All Others Have Gone Before: Careers and Disability"	American Counseling Association, Minneapolis, MN	25
Summer '94	Disability in Higher Education: Alternative Organizational Approaches	Society for Disability Studies, Poster Session, Rockville, MD	10
	Effective Career Strategies for People with Disabilities	Association of Higher Education of Disability (AHEAD)	40
	Train the Trainer: Putting Ability to Work	Association of Higher Education of Disability (AHEAD	30
	New Paradigms for Success: Working with Students with Brain Injury	Association of Higher Education of Disability (AHEAD)	25
Fall '94	Ten Strategies for Effective Career Services for Students with Disabilities	City University System of New York and New York State Department of Education, Keynote Address, Albany, NY	100

Research & Demonstration Projects: Conferences

Date	Topic/Title	Audience	Estimated Attendance
Spring '95	Ten Strategies for Effective Career Services for Students with Disabilities	City University System of New York and New York State Department of Education, Albany, NY	40
	Career Connections: A Counseling Model for Students with Disabilities	American Counseling Association annual convention, Denver, CO	25
	Panel on Postsecondary Education Programs: Strategies and Accomplishments	Project directors' meeting by Office of Special Education and Rehabilitative Services. Washington, DC	200
	Four Models of Access	Minnesota Rehabilitation Association, Minneapolis, MN	30
	Career Connections	Access to Employment Project by the National Center for Disability Services, Albertson, .NY	10

Total Conferences: 40 **Total Attendance: 1900**

Research & Demonstration Projects: Workshops

Date	Topic/Title	Audience	Estimated Attendance
Fall '91	Putting Ability to Work: Career Development and Disability	Career development & placement counselors, advisers, internship program staff, Student Employment and personnel staff, etc.	100
Winter '92	Programmatic & Physical Accessibility Needs Assessment	OSLO - Office for Special Learning Opportunities	13
	Disability Awareness, Tutoring Strategies, Career Connections program	All Learning Resource Centers (African American, Native American, Chicano Latino, Asian Pacific)	16
	Workplace Accommodations, Adaptive Technology	CLA (College of Liberal Arts) Career Development Office	6
	Implementing the ADA	Deans and EEO officers	60
	Disability Awareness, Career Counseling, Cultural Issues	Office of International Education	24
	Employing People with Disabilities	Student employment - campus employers	30
	Disability Awareness	Mentors	8
Spring '92	The Mentorship Experience	Mentors and mentees	21
	Employing people with Disabilities	Student employment - campus employers	30
	The ADA and 'U'	University faculty, staff, students, community people	205
Summer '92	Employing People with Disabilities	Civil Service, General College retreat	20
	Americans with Disabilities Act- Employment Section	Opthamology University of Minnesota Health Center	12
	Employing People with Disabilities	Housing Services - Supervisors	15
	Career Issues for People with Disabilities	Career Development graduate class	20

Research & Demonstration Projects: Workshops

Date	Topic/Title	Audience	Estimated Attendance
Fall '92	Disability Awareness Training for Mentors	Mentors	6
	Mentoring Experience	Mentors and students	38
	Disability in the Workplace	Housing Services - maintenance/custodial staff	50
	Disability in the Workplace: An Inside View	Student employment - campus employers	24
	Student Trainer Training	Disabled Students	8
	Expanding Career Options for Students with Disabilities	Campus student services staff	21
	Implementing the ADA	Deans & EEO Officers	60
Winter '93	Beyond the Accessibility Statement: Communicating with People with Disabilities	Communicator's Forum	45
	Job search Techniques for People with Disabilities	University of Minnesota at Duluth/Tech College/Community College students	51
	Student Orientations for CLA Job Fair	CLA Job Fair (2 sessions)	80
	Learning Disabilities and Psychiatric Disabilities	Campus student services staff & faculty	80
	Hiring a Diverse Workforce	Community employers	60
	Making Alumni Events and Materials Accessible	Alumni Relations staff	28
Spring '93	Counseling and Advising Students with Disabilities	Campus student services staff and faculty	58
	The Americans with Disabilities Act. Responsibilities of Student Affairs Units	Student Affairs Directors	24
Summer '93	Services at the University of Minnesota	Northwest DRS office	10

Research & Demonstration Projects: Workshops

Date	Topic/Title	Audience	Estimated Attendance
Summer '93 Con't	What's New at the 'U'	Rehabilitative Services & State Services for the Blind	12
Fall '93	Adaptive Technology at the Workplace	Community employers for State Services for the Blind	25
	Student Orientation for Mentoring Program	Career Connections Students	12
	Financial Aid Presentation	Financial Aid Staff	80
	The Mentoring Experience	Mentors and Students (2 sessions)	22
	Student Training for Mentoring Program	Students	26
	Disability Awareness	Physical Therapy Department	30
Winter '94	Beyond the Accessibility Statement: Communicating with People with Disabilities	Campus communications professionals	50
	Hiring a Diverse Workforce	Community employers	45
Spring '94	Job Seeking Skills	GradFest	5
	People with Disabilities and Housing	Edina Realty	9
	Putting Ability to Work: Training Manual Presentation	Disability Service Staffs from University of Minnesota -Twin Cities, Crookston, Duluth, and Morris	16
	Employing People with Disabilities	Colle & McVoy (2 sessions)	20
	Hiring a Diverse Workforce	Workshop for Employers (Target, First Bank, N.W. Airlines) sponsored by (CC) Career Connections, (MLK) Martin Luther King Program, and (CLA) College of Liberal Arts Career Office	30
Summer '94	Employment Options for People with Disabilities	Hennepin DRS office, Interagency Planning, and Service providers and consumers	125

Research & Demonstration Projects: Workshops

Date	Topic/Title	Audience	Estimated Attendance
Fall '94	Employment Accommodations	Service providers and consumers	5
	Mentoring Experience	(DSCC) Disability Students Culture Center, mentors and students	10
Winter '95	Career Choices and Counseling for Liberal Arts Students	CLA Staff	40
	Career Counseling Students with Disabilities	CEE Counseling	6
	Hiring a Diverse Workforce: Strategies that Work	CLA Job Fair Recruiters	25
Spring '95	Career Counseling Strategies for People with Disabilities	Southwest State	5
	Mentoring Experiences - How to Develop Mentoring Programs	University of Wisconsin - Stout	10
	Mentor Celebration	Mentors and Students at the University of Minnesota.	8

Total Presentations: 54 **Total Attendance: 1839**

Research & Demonstration Projects: Graduate Class Instruction

Date	Topic/Title	Class	Estimated Attendance
Winter '92	Career Connections, accommodations	Theories of Counseling - University of MN	40
	The Americans with Disabilities Act, disabilities	Theories of Counseling - University of MN	40
	Use of CDI and Super's theory of career development, application to disability	Career Development Theory & Counseling Applications - University of MN	45
Spring '92	Career counseling approaches for people with disabilities	Counseling - St. Mary's College	20
Fall '92	Career Development and Learning Disabilities	Special Education - University of St. Thomas	20
	Career counseling approaches for people with disabilities	Assessment - St. Mary's College	18
Winter '93	Disability awareness and ADA	Speech/Communication - University of MN	30
Spring '93	Issues for Employers Regarding Hiring and Supervising People with Disabilities	Career and Academic Development of Disabled College Students - University of MN	12
	Assessment Technology	Topics in Psychology - University of MN	20
	Counseling Students with Disabilities	Multicultural Counseling - University of MN	20
Summer '93	Disability Awareness	Organizational Communication - University of MN	30
	Disability in the Workplace: Putting Ability to Work	Effective Management of Diversity in Ed/Work. - University of MN	28
Fall '93	Career Development and Learning Disabilities	Special Education - University of St. Thomas	22
	Counseling Students with Disabilities	St. Mary's College Graduate School Course	21
	Career Development and Employment of Individuals with Learning Disabilities	University of St. Thomas Graduate School Course	21

Research & Demonstration Projects: Graduate Class Instruction

Date	Topic/Title	Class	Estimated Attendance
Fall '93 Con't	Disability Culture/ADA	U of MN Organizational Communication Class Speech Communications - University of MN	30
Winter '94	Disability Awareness	Organizational Communication - University of MN	20
	Disability Culture	U of MN Organizational Communication Class, Speech Communications - University of MN	25
Summer '94	Career Development and Employment	Career and Academic Development of Disabled College Students - University of MN	10
Spring '95	Multicultural Counseling	Educational Psychology - University of MN	10

Total Graduate class Instruction: 20 **Total Attendance: 482**

Research & Demonstration Projects: Orientations

Date	Audience
Spring '94	GradFest, Display and Careers On-Line Demonstration
	Summer Sensation, Student Activities/WOW Program

Total Orientations: 2

Table B7

Employment Status of CC Students Who Graduated or Left (N=49)

Total Reached n=29
Response Rate 59%

	Freqency	Percent
Total Employed Summer 94 or Winter 95	25	86
Unemployed and Looking for Work	2	7
Unemployed and Not Looking for Work	2	7
Total Unemployed Summer 94 or Winter 95	4	14

	ID	*Follow-Up Status*	*Contact Period*	*Hours/ week*	*Annual Salary (Based on 52 weeks)*	*Under $5,000*	*$5,000 to $9,999*	*$10,000 to $14,999*	*$15,000 to $19,999*	*$20,000 to $29,999*	*$30,000 and over*
1	1002586	Call Complete	Summer 94/Winter 95	40	30,000						1
2	1002778	Call Complete	Summer 94/Winter 95	60	17,500				1		
3	1000138	Recent Contact	Summer 94/Winter 95	40	28,000					1	
4	1005076	Recent Contact	Summer 94/Winter 95	40	12,500			1			
5	1001050	Recent Contact	Summer 94	40	15,000				1		
6	1001335	Call Complete	Summer 94	40	7,500		1				
7	1004185	Call Complete	Summer 94/Winter 95	15	Unknown						
8	1001314	Call Complete	Summer 94/Winter 95	40	Unknown						
9	1000234	Survey Results	Summer 94	40	17,500				1		
10	1001500	Call Complete	Winter 95	40	29,000					1	
11	1000468	Call Complete	Winter 95	40	16,640				1		
12	1000966	Survey Results	Summer 94	42	17,500				1		
13	1000507	Recent Contact	Summer 94/Winter 95	40	30,840						1
14	1001023	Call Complete	Summer 94/Winter 95	40	16,640				1		
15	1001302	Survey Results	Summer 94	32	12,500				1		
16	1001377	Recent Contact	Summer 94/	40	15,000				1		

	ID	*Follow-Up Status*	*Contact Period*	*Hours/ week*	*Annual Salary (Based on 52 weeks)*	*Under $5,000*	*$5,000 to $9,999*	*$10,000 to $14,999*	*$15,000 to $19,999*	*$20,000 to $29,999*	*$30,000 and over*
		Call Complete	/Winter 95	40	Unknown						
17	1001185	Call Complete	Summer 94/	40	16,640				1		
		Call Complete	/Winter 95	40	10,660			1			
18	1001458	Survey Results	Summer 94/	40	25,000					1	
		Call Complete	/Winter 95	40	20,800					1	
19	1000237	Call Complete	Summer 94/Winter 95	40	30,000						1
20	1001371	Call Complete	Summer 94/	40	7,500		1				
		Call Complete	/Winter 95	Unknown	20,400					1	
21	1003249	Survey Results	Summer 94	40	25,000					1	
22	1001647	Call Complete	Summer 94/Winter 95	27	14,040			1			
23	1002961	Call Complete	Winter 95	40	17,000				1		
24	1001158	Call Complete	Winter 95	40	Unknown						
25	1002652	Call Complete	Winter 95	20	Unknown						
			Total	Hours/wk	Annual Salary	0	2	3	10	6	3
			SD	8	7,048						
			Mean	40	19,187						
			Median	40	17,500						
			Mode	40	17,500						
			Min	15	7,500						
			Max	60	30,840						
			Range	45	23,340						

Table B8

6.1-12.0 Months After Leaving/Graduating

Total Reached n=17
Employed n=15 88%
Unemployed n= 2 12%

Count	ID	Months since Leave /Grad	Hours /week	Annual Salary (Based on 52 weeks)	Under $5,000	$5,000 to $9,999	$10,000 to $14,999	$15,000 to $19,999	$20,000 to $29,999	$30,000 and over
1	1000138	6.32	20	8,320		1				
2	1000234	7.82	40	14,560			1	1		
3	1001050	10.93	40	17,500						
4	1001185	8.04	20	7,280		1				
5	1001302	10.71	20	7,500		1				
6	1001335	9.68	40	7,500		1				
7	1001371	12	40	7,500		1				
8	1001377	8.61	40	14,560			1			
9	1001500	8.61	40	13,200			1			
10	1004185	8	15	Unknown						
11	1001314	8	40	Unknown						
12	1000507	6	40	30,840						1
13	1002778	9	60	17,500				1		
14	1000237	8.71	40	32,000						1
15	1002652	6.1	20	Unknown						
	Total	128.53	515	178,260	0	5	3	2	0	2
	Mean	**8.57**	**34.33**	**14,855**						
	Median	8.61	40	13,880						
	Min	**6**	**15**	**7,280**						
	Max	**12**	**60**	**32,000**						
	Range	6	45	24,720						

UNIVERSITY OF MINNESOTA

Career Connections, Disabilities Services

Session Title : Putting Ability to Work : Employing People with Disabilities
Date : March, 11, 1992; May 20, 1992 and July 29, 1992.

1991-92 Campus Employer Workshop Evaluation

Number of participants of workshop : 75
Number of evaluation form received : 33 (44%)

	Mean	0	1	2	3	4
		Blank	Did not met	Somewhat	Met	Exceeded
1. To what extent have your goals or expectations been met in the workshop?	3.21	-	-	9 %	61 %	30 %
		Blank	Not at all	Somewhat	Sufficiently	Very
2. To what extent will you be able to utilize the information from the workshop in your work place?	3.12	-	-	21 %	46 %	33 %
		Blank	Ineffective	Somewhat Effective	Effective	Very Effective
3. How would you evaluate the materials used in the workshop?	3.45	-	-	-	54 %	46%
		Blank	Ineffective	Somewhat Effective	Effective	Very Effective
4. How would you rate the overall facilitation of the workshop?	3.38	3 %	-	3 %	54 %	40 %

5. What was the most useful part of the workshop? *

N = %

---

* some participants gave more than one opinion.

more information on Affirmative Action and Equal Opportunity
more students presenting
more than one break (e.g.., break between videos and presentation)
more time on diversity (race, sex, religion) in the workforce
longer time on communicating across cultures
opportunity to interact with other participants in a more structured way
role playing
scheduled breaks
separate the workshop into two sessions covering different aspects of diversity
slower pace
small group discussion
to address diversity as a whole
warmer/friendlier atmosphere

---

* some participants gave more than one opinion.

6. **What was the most effective part of the workshop? ***

Blank

7. **What was the least useful part of the workshop? ***

N = %

Not Applicable
Blank

8. **What suggestions do you have for improving the workshop? ***

N = %

Blank
be specific in promotional materials on the topic covered
different chairs
larger context of diversity
less distraction (entering, noisy door and floor)
less information presenting given the time constraint
less time for ADA
longer workshop
more in depth discussion

* some participants gave more than one opinion.

UNIVERSITY OF MINNESOTA

Career Connections, Disabilities Services

Session Title : Putting Ability to Work : Career Development & Disability
Date : December 9 & 12, 1991 and February 11, 1992.

1991-92 Campus Staff Workshop Evaluation

Number of participants of workshop : 100
Number of evaluation form received : 87 (87%)

	Mean	0	1	2	3	4
		Blank	Did not met	Somewhat	Met	Exceeded
1. To what extent have your goals or expectations been met in the workshop?	3.19	-	1 %	4 %	72 %	23 %
		Blank	Not at all	Somewhat	Sufficiently	Very
2. To what extent will you be able to utilize the information from the workshop in your work place?	3.19	1 %	1 %	19 %	40 %	39 %
		Blank	Ineffective	Somewhat Effective	Effective	Very Effective
3. How would you evaluate the materials used in the workshop?	3.34	-	-	8 %	49 %	43 %
		Blank	Ineffective	Somewhat Effective	Effective	Very Effective
4. How would you rate the overall facilitation of the workshop?	3.44	-	-	4 %	49 %	47 %s

UNIVERSITY OF MINNESOTA

Career Connections, Disabilities Services

Session Title : Midwest College Placement Association
Date : September 2, 1992.

1991- 92 Conference Evaluation

Number of participants of workshop : 20
Number of evaluation form received : 13 (65%)

	Mean	0	1	2	3	4
		Blank	Did not met	Somewhat	Met	Exceeded
1. To what extent have your goals or expectations been met in the workshop?	3.77	-	-	-	23 %	77 %
		Blank	Not at all	Somewhat	Sufficiently	Very
2. To what extent will you be able to utilize the information from the workshop in your work place?	3.77	-	-	-	23 %	77 %
		Blank	Ineffective	Somewhat Effective	Effective	Very Effective
3. How would you evaluate the materials used in the workshop?	4.00	-	-	-	-	100 %
		Blank	Ineffective	Somewhat Effective	Effective	Very Effective
4. How would you rate the overall facilitation of the workshop?	4.00	-	-	-	-	100 %

UNIVERSITY OF MINNESOTA

Career Connections, Disabilities Services

Session Title : Disability in the Workplace
Date : October 22, 1992 and November 24, 1992.

1992-93 Campus Employer Workshop Evaluation

Number of participants of workshop : 75
Number of evaluation form received : 42 (56%)

		NA	SD	D	U	A	SA
	Mean	0	1	2	3	4	5
1. The session was presented effectively.	4.60	4%	-	-	-	38%	58%
2. The information can be applied in my work setting.	4.02	-	-	-	23%	48%	25%
3. The handouts provided were helpful.	4.22	-	-	-	9%	56%	31%
4. The audio/visual aids were effective.	4.42	-	2%	-	8%	32%	54%

NA = Not Applicable; SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

UNIVERSITY OF MINNESOTA

Career Connections, Disabilities Services

Session Title : Expanding Career Options for Students with Disabilities
Date : November 24, 1992.
Session Title : Implementing the ADA
Date : December 16, 1992.
Session Title : Learning Disabilities & Psychiatric Disabilities: Insights into Hidden Disabilities
Date : January 26, 1993.
Session Title : Accessibility for People with Disabilities
Date : February 17, 1993.
Session Title : Counseling and Advising Students with Disabilities
Date : April 27, 1993.
Session Title : The American with Disability Act: Responsibilities of Student Affairs Units
Date : June 4, 1993.

1992-93 Campus Staff Workshop Evaluation

Number of participants of workshop : 271
Number of evaluation form received : 156 (58%)

		NA	SD	D	U	A	SA
	Mean	0	1	2	3	4	5
1. The session was presented effectively.	4.55	-	-	-	1%	43%	56%
2. The information can be applied in my work setting.	4.33	-	-	-	6%	44%	49%
3. The handouts provided were helpful.	4.56	1%	-	-	1%	41%	57%
4. The audio/visual aids were effective.	4.34	1%	1%	-	2%	56%	40%

NA = Not Applicable; SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

---

* some participants gave more than one opinion.

UNIVERSITY OF MINNESOTA

Career Connections, Disabilities Services

Session Title : The Benefits of Mentoring in Career Development
Date : October 10, 1992, March 12,1993.
Session Title : Enhancing the Career Potential of College Students with Learning Disabilities
Date : November 6, 1992.
Session Title : Career Development for Students with Disabilities: A Three-Course Sequence
Date : March 12, 1993.
Session Title : Disability in the Workplace: An Inside View
Date : March 12, 1993.
Session Title : Rights of Students with Disabilities & Responsibilities of Student Affairs Professionals
Date : March 23, 1993.
Session Title : Diversity in Educational & Work Settings: Understanding Disability
Date : June 16 1993.

1992-93 Conference Evaluation

Number of participants of workshop : 332
Number of evaluation form received : 108 (33%)

		NR	NA	SD	D	U	A	SA
	Mean		0	1	2	3	4	5
1. The session was presented effectively.	4.58	-	-	1%	-	-	38%	61%
2. The information can be applied in my work setting.	4.15	-	3%	-	1%	18%	43%	35%
3. The handouts provided were helpful.	4.56	-	-	-	-	5%	34%	61%
4. The audio/visual aids were effective.	4.40	1%	2%	-	2%	3%	47%	45%

NR = No Response; NA = Not Applicable;
SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

---

* some participants gave more than one opinion.

UNIVERSITY OF MINNESOTA

Career Connections, Martin Luther King Program, and the Office of Equal Opportunity and Affirmative Action

Session Title : Hiring a Diverse Workforce
Date : February 11, 1993.

1992-93 Community Employer Workshop Evaluation

Number of participants of workshop : 60
Number of evaluation form received : 33 (55%)

		NA	SD	D	U	A	SA
	Mean	0	1	2	3	4	5
1. The session was presented effectively.	4.10	-	-	-	6%	79%	15%
2. The information can be applied in my work setting.	4.39	-	-	-	3	55	42
3. The handouts provided were helpful.	4.30	-	-	-	3	64	33
4. The audio/visual aids were effective.	4.61	-	-	-	-	39	61

NA = Not Applicable; SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

APPENDIX C:

Data Collection Instruments

Student Data

Application for Career Connections

Include copy of OSD registration form plus the following information:

Name ____________________________OSD Counselor ______________________________

Date expecting to complete undergraduate degree: __________________________________

Plans after graduation: ______graduate school _____(MA,PhD) _____employment

If employment, type of work will be seeking ____

Long range career/occupational goal ____

Number credits earned ________ Course completion ratio __________ GPA__________

Work experience (past employment):

Position	Organization	Dates	No. of Hrs

Volunteer work (where, when, what):

____

____

Previous career counseling or assessment: (Where, when, what)

____

Is internship required or recommended for your major?

____

What job accommodations have you used in past positions, or do you anticipate needing?

____

What accommodations will you need for the career inventory?

_______ Physically accessible ______ Adapted administration (Specify below):

UNIVERSITY
OF MINNESOTA

Disability Services
Registration Form

Student I.D.
SSN
DS ID
Date Created
Date Modified

First Name
Last Name

Demographic Information

Current Address
Current Phone

City
State
Zip Code

Permanent Address
Permanent Phone

☐ Male ☐ Female
Gender
Date of Birth
Disability Services Counselor

Functional Impairment
Secondary Functional Impairment
Third Functional Impairment

Disability

Ethnic Background
☐ Yes ☐ No
Disability Verified
Verification Date

Referral Source
☐ Yes ☐ No
Signed Cert Agreement
☐ Yes ☐ No
Entered AIS

Educational Information

High School
Grad Date
GED Date

Previous Colleges
Previous Degrees

College
U Status

Advisor
Major
UofM Entrance Date

DRS Information

☐ Yes ☐ No
DRS Client
DRS Status
DRS Office
☐ Yes ☐ No
OSD Referall to DRS

DRS Counselor
DRS Counselor Phone

UNIVERSITY
OF MINNESOTA

Disability Services
Registration Form

Employment & School Credit Information

Employer	Employer Phone

Employer Position	Hours/Week	Current Credit Load

Career Connections Information

☐ Yes ☐ No
Referred to CC

Date of CC Program Plan

☐ Yes ☐ No
CC Student

Self Assessment

Services/Accommodations which have been used or provided in the past:

Services/Accommodations which are currently needed:

Perceived Strengths:

Perceived Barriers:

Comments:

UNIVERSITY OF MINNESOTA
Office for Students with Disabilities

Career Connections: Program Plan

Student Name: ______________________________ Entry Date: ______________

Address: ____

City, State, Zip: ______________________________ Phone: (   ) ______________

OSD Counselor: ______________________________ Phone(s): ______________

Student's Career-Related Issues and Concerns: CODE (   ) (   ) (   )

____

____

____

Overall Participation Goal (*Describe in measurable terms*): ______________________________

____

____

____

Specific Steps to Reach Goal (*These steps may include things other than activities offered through Career Connections, i.e., meeting with an advisor, conducting informational interviews. Add timeline in which these will be completed*):

____

____

____

____

Special Considerations: (*i.e., disability - related issues, transportation, preferred work location.*)

____

____

____

Services Available. Rank services that student chooses to participate in order of importance. (*If two items are of equal importance, rank them equally.*)

		Start Date	Expected Completion Date
☐	Career Development Course Sequence		
☐	Career Planning Course		
☐	Job Seeking & Keeping Skills Course		
☐	Internship Course		
☐	Internship Experience (*see next page*)		
☐	Mentorship Experience (*see next page*)		
☐	Part-time Job through Student Employment		
☐	Participate in Employer Lunches		
☐	Placement Assistance (*see next page*)		

☐ I am interested in being informed about: Career Fairs, Workshops & Self-development Activities.

The student will contact his/her counselor ______________ times per quarter.

ProgPln/PsMkr/oe1/Nov91

Missing Information and Follow Up: *(Information that the Counselor needs to know or gather in order to complete an appropriate plan with student.)*

Internship Experience

Type of Internship: ☐ Paid ☐ Unpaid ☐ No Preference
Preferred Site: ☐ Corporation ☐ Non-profit ☐ Government
Length of Internship:
Disclose Disability to Internship Site Supervisor: ☐ Yes ☐ No

Mentorship Experience

Field or Specialty:
Special Considerations:

Number of times would like to meet with mentor:

Placement Goal

Type of Placement:
Anticipated Salary Range: Preferred Location:
Major Transferrable Skills:

Disclose Disability to Placement Personnel (college office, PWI): ☐ Yes ☐ No
Disclose Disability to Potential Employer: ☐ Yes ☐ No

Disability Disclosure. If disability is disclosed, what wording should be used?

Student's Signature

OSD Counselor's Signature

UNIVERSITY OF MINNESOTA

Career Connections: Student Survey

We'd like you to complete this survey when you start and finish your involvement with Career Connections. Your responses will be kept *strictly* confidential, and reported in summary form only.

I. BACKGROUND INFORMATION

1. In which U of M college are/were you enrolled?____________________ What major?____________________

2. What is your disability?

☐ visual	☐ hearing	☐ head injury	☐ learning disability
☐ speech	☐ chronic illness	☐ mobility/coordination	☐ other____________________

3. Which best describes your academic status? *(check one)*

☐ sophomore
☐ junior
☐ senior
☐ have graduated
☐ extension
☐ graduate student
☐ other *(explain)*____________________

II. DISCLOSURE AND ACCOMMODATIONS

5. Have you ever told your employer you have a disability?
   - ☐ YES
   - ☐ NO
   - ☐ My disability is visible, so I don't have a choice
   - ☐ I have never been employed

6. If YES, when did you tell your employer?
   - ☐ On my written application
   - ☐ At the interview
   - ☐ Soon after I was hired
   - ☐ After I had proven myself
   - ☐ I waited until the disability affected my performance (or became a concern)
   - ☐ Other ____________________

7. When do you plan to disclose your disability next time you get a job?
   - ☐ On my written application
   - ☐ At the interview
   - ☐ Soon after I am hired
   - ☐ After I have proven myself
   - ☐ When my disability affects my performance (or becomes a concern)
   - ☐ My disability is visible so I will not have the choice
   - ☐ I would never disclose my disability to an employer under any circumstances
   - ☐ Other ____________________

8. Have you ever asked for an accommodation on the job? *(e.g., reader, adaptive equipment)*
   ☐ YES ☐ NO ☐ I have never had a job

9. If YES, please list the main accommodations you have requested. ____________________
   ____

10. Do you expect to ask for accommodations in future jobs? ☐ YES ☐ NO ☐ Depends on Situation

11. If YES, what are the main accommodations you expect to need?____________________
    ____

III. LEGAL ISSUES

Please indicate what you believe the Americans with Disabilities Act guidelines are for the following situations:

When You Are Applying For A Job:

12. Can an employer ask you in the interview if you have a disability ?
    ☐ YES ☐ NO ☐ I 'm not sure

13. Can an employer ask you on the application form if you have a disability ?
    ☐ YES ☐ NO ☐ I 'm not sure

14. If an application form asks if you have a disability, do you have to answer?
    ☐ YES ☐ NO ☐ I 'm not sure

15. Can an employer ask you if you can perform a task which is essential to the job?
    ☐ YES ☐ NO ☐ I 'm not sure

16. When may an employer give you a test? *(check all that apply)*
    ☐ If all applicants are given the test
    ☐ If the test measures job functions only
    ☐ If the test is given only to the finalists
    ☐ Never
    ☐ I'm not sure

17. When may an employer require you to have a medical exam? *(check all that apply)*
    ☐ Before you are offered the job
    ☐ After you are offered the job, but no reason is given
    ☐ After you are offered the job and there is a reason for a physical
    ☐ Never
    ☐ I'm not sure

When You Are Working On A Job:

18. Which of the following are considered reasonable accommodations which an employer may be required to provide ? *(check all that apply)*
    ☐ Restructuring of job responsibilities
    ☐ Adaptive Equipment
    ☐ Flexible job schedule
    ☐ Readers and interpreters
    ☐ None
    ☐ I'm not sure

19. What factors determine whether a company is required to make an accommodation? *(check all that apply)*
    ☐ Financial resources of the company
    ☐ Number of employees
    ☐ Overall size of the company
    ☐ How the accommodation would affect operations
    ☐ I'm not sure

20. Imagine that your employer has fired you for a performance problem caused by your disability. You can charge your employer with discrimination if: *(check all that apply)*
    ☐ You had disclosed your disability and had requested an accommodation which was refused
    ☐ You had not disclosed your disability and had not requested an accommodation
    ☐ I'm not sure

IV. CAMPUS SERVICES

Finally, we'd like to know which services you have used on campus and how satisfied you were with their services.

21. Have you used a Career Planning/Placement office? ☐ YES ☐ NO

22. If YES, which one?
- ☐ Fraser Hall
- ☐ Eddy Hall
- ☐ Other *(name location)* ____________________
- ☐ Humphrey Center
- ☐ Lind Hall

23. Which services have you used in the Career Planning / Placement office?
- ☐ On campus interviews
- ☐ Workshops
- ☐ Individual counseling *(approximately ________ times)*
- ☐ Resources in the center
- ☐ Interest testing
- ☐ Job listings
- ☐ Career fair
- ☐ Other (explain) ____________________

24. Which campus extracurricular activities have you participated in?
- ☐ Intramural sports
- ☐ Political group
- ☐ Academic group
- ☐ Social activities
- ☐ Other ____________________
- ☐ Did not participate

25. Have you had a position of leadership in any of the above activities? ☐ YES ☐ NO

26. If YES, what was/is it? ____________________

____

27. How would you rate the quality of the services you have received from the following U of M departments?

	Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
Student Employment	0	1	2	3	4	5	6
Career Planning/Placement	0	1	2	3	4	5	6
Office for Students with Disabilities	0	1	2	3	4	5	6

28. How much do you think your attending the U of M has helped you make gains or progress in the following areas?

	Very Little	Some	Quite a bit	Very Much
Vocational training - acquiring knowledge and skills applicable to a career?	1	2	3	4
Developing leadership skills?	1	2	3	4
Understanding yourself - your abilities interests, and personality?	1	2	3	4

Thanks for helping us improve access and career opportunities for people with disabilities!

UNIVERSITY OF MINNESOTA

Career Connections, Disability Services

1994 STUDENT FOLLOW-UP SURVEY

I. **Campus Services**
We'd like to know which services you have used on campus and how satisfied you were with those services.

1. Have you used a Career Planning/Placement office?
   ☐ Yes Please comment ______________________________
   ☐ No Please comment ______________________________

2. If yes, which one?
   ☐ 345 Fraser Hall (CLA Career Development Office) ☐ Humphrey Center (Carlson Placement Office)
   ☐ Eddy Hall (Career Resource Center)
   ☐ Other *(name location)* ______________________________

3. How would you rate the quality of the services you have received from the following U of M departments? Please also comment on the services.

	Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
Student Employment	0	1	2	3	4	5	6
Comments ______________________________							
Career Planning/Placement	0	1	2	3	4	5	6
Comments ______________________________							
Disability Services	0	1	2	3	4	5	6
Comments ______________________________							

II. Evaluation of Career Connections

4. How would you rate the usefulness of the following services that you have received from Career Connections? Also please comment on what you liked or didn't about the service.

	Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
Interpretation of Career Development Inventory (CDI) and Career Decision Scale (CDS)	0	1	2	3	4	5	6
Comment ______________________________							
Career Counseling with Career Connections staff	0	1	2	3	4	5	6
Comment ______________________________							
Mentorship experience	0	1	2	3	4	5	6
Comment ______________________________							
Internship experience	0	1	2	3	4	5	6
Comment ______________________________							
Job Search assistance (PWI, HRDI, or Career Connections staff)	0	1	2	3	4	5	6
Comment ______________________________							

5. Is there anything that Career Connections could do to improve the program (i.e. what additional services would be helpful, how should services be changed, etc.)? ______________________________
____

6. How effective has Career Connections staff been in providing accommodations which you have requested for Career Connections-sponsored activities? 0 1 2 3 4 5 6

III. Disclosure and Accommodations

7. Have you ever told your employer you have a disability?
   ☐ Yes
   ☐ No
   ☐ My disability is visible, so it was apparent to the employer
   ☐ Not applicable (e.g. I have never been employed, I have not been employed since becoming disabled)

8. If yes, when did you tell the employer? *(Please leave blank if you have never disclosed)*
   ☐ On my written application
   ☐ At the interview
   ☐ Soon after I was hired
   ☐ After I had proven myself
   ☐ I waited until the disability affected my performance (or became a concern)
   ☐ Other ______________________________

9. Please list compensatory strategies or accommodations (e.g. adaptive equipment, large print) you have used on the job. Indicate whether you asked your employer, whether the employer provided it, or whether you arranged for it on your own. Two examples have been done.

Compensatory Strategy or Accommodation	Asked Employer	Employer Provided	Arranged on Own
Reader twice a week	X	X	
Keep a calendar			X

IV. Legal Issues

Please indicate what you believe the Americans with Disabilities Act's guidelines are for the following situations:
When You Are Applying For A Job:

10. Can an employer ask you in the interview if you have a disability ?
    ☐ Yes ☐ No ☐ I 'm not sure

11. Can an employer ask you on the application form if you have a disability ?
    ☐ Yes ☐ No ☐ I 'm not sure

12. If an application form asks if you have a disability, do you have to answer?
    ☐ Yes ☐ No ☐ I 'm not sure

13. Can an employer ask you if you can perform a task which is essential to the job?
    ☐ Yes ☐ No ☐ I 'm not sure

14. When may an employer give you a test? *(check all that apply)*
    ☐ If all applicants are given the test
    ☐ If the test measures job functions only
    ☐ If the test is given only to the finalists
    ☐ Never
    ☐ I'm not sure

15. When may an employer require you to have a medical exam? *(check all that apply)*
    ☐ Before you are offered the job
    ☐ After you are offered the job, but no reason is given
    ☐ After you are offered the job and there is a reason given for a physical
    ☐ Never
    ☐ I'm not sure

When You Are Working On A Job:

16. Which of the following are considered reasonable accommodations which an employer may be required to provide? *(check all that apply)*
    - ☐ Restructuring of job responsibilities
    - ☐ Adaptive Equipment
    - ☐ Flexible job schedule
    - ☐ Readers and interpreters
    - ☐ None
    - ☐ I'm not sure

17. What factors determine whether a company is required to make an accommodation? *(check all that apply)*
    - ☐ Financial resources of the company
    - ☐ Number of employees
    - ☐ Overall size of the company
    - ☐ How the accommodation would affect operations
    - ☐ I'm not sure

V. Background Information

18. In which U of M college are/were you enrolled?________________ What major?________________
    Please put your most recent college and major.

19. What is your disability?
    - ☐ Visual
    - ☐ Speech
    - ☐ Hearing
    - ☐ Chronic Illness
    - ☐ Head Injury
    - ☐ Mobility/Coordination
    - ☐ Learning Disability
    - ☐ Other *(specify)* ____________

20. Which best describes your academic status? *(check one)*
    - ☐ Sophomore
    - ☐ Junior
    - ☐ Senior
    - ☐ Have Graduated
    - ☐ Extension
    - ☐ Graduate Student
    - ☐ Other *(explain)* ____________________

21. Think back to winter quarter of 1993 when you started Career Connections.
    Which of the following best describes your employment status at that time?
    - ☐ Unemployed
    - ☐ Worked in non-paying internship for ____ hours/week
    - ☐ Worked in a paying position for _____ number of hours per week
    - ☐ Worked as a volunteer for ___ hours per week

22. Which of the following best describes your employment status now?
    - ☐ Unemployed
    - ☐ Working in non-paying internship for ___ hours/week
    - ☐ Working in a paying position for_____ number of hours per week
    - ☐ Working as a volunteer for ___ hours per week

23. Following spring quarter 1994, will you be graduating or leaving the University?
    ☐ Yes ☐ No

24. If yes, have you accepted a job offer for work that will start after you leave the University?
    ☐ Yes ☐ No

25. Are you currently looking for employment?
    ☐ Yes ☐ No

Thank you for your time and cooperation, your comments are very important to us.
Please return this survey by May 6 in the enclosed postage paid envelope to:

Career Connections, Disability Services, University of Minnesota,
12 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455

UNIVERSITY OF MINNESOTA
Career Connections, Disability Services

1994 ALUMNI SURVEY

I. Campus Services

We'd like to know which services you used while on campus and how satisfied you were with those services.

1. Did you use a Career Planning/Placement office?
   ☐ Yes Please comment ____________________
   ☐ No Please comment ____________________

2. If yes, which one?
   ☐ 345 Fraser Hall (CLA Career Development Office) ☐ Humphrey Center (Carlson Placement Office)
   ☐ Eddy Hall (Career Resource Center)
   ☐ Other *(name location)* ____________________

3. How would you rate the quality of the services you received from the following U of M departments? Please also comment on the services.

	Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
Student Employment	0	1	2	3	4	5	6
Comments ____________________							
Career Planning/Placement	0	1	2	3	4	5	6
Comments ____________________							
Disability Services	0	1	2	3	4	5	6
Comments ____________________							

II. Evaluation of Career Connections

4. How would you rate the usefulness of the following services that you have received from Career Connections? Also please comment on what you liked or didn't like about the service.

	Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
Interpretation of Career Development Inventory (CDI) and Career Decision Scale (CDS)	0	1	2	3	4	5	6
Comment ____________________							
Career Counseling with Career Connections staff	0	1	2	3	4	5	6
Comment ____________________							
Mentorship experience	0	1	2	3	4	5	6
Comment ____________________							

Internship experience 0 1 2 3 4 5 6

Comment ____________________

Job Search assistance (PWI, HRDI, or Career Connections staff) 0 1 2 3 4 5 6

Comment ____________________

III. Disclosure and Accommodations

5. Have you ever told your employer you have a disability?
   - ☐ Yes
   - ☐ No
   - ☐ My disability is visible, so it was apparent to the employer
   - ☐ Not applicable (e.g. I have never been employed, I have not been employed since becoming disabled)

6. If yes, when did you tell the employer? *(Please leave blank if you have never disclosed)*
   - ☐ On my written application
   - ☐ At the interview
   - ☐ Soon after I was hired
   - ☐ After I had proven myself
   - ☐ I waited until the disability affected my performance (or became a concern)
   - ☐ Other ____________________

7. Please list compensatory strategies or accommodations (e.g. adaptive equipment, large print) you have used on the job. Indicate whether you asked your employer, whether the employer provided it, or whether you arranged for it on your own. Two examples have been done.

Compensatory Strategy or Accommodation	Asked Employer	Employer Provided	Arranged on Own
Reader twice a week	X	X	
Keep a calendar			X

IV. Legal Issues

Please indicate what you believe the Americans with Disabilities Act's guidelines are for the following situations:

When You Are Applying For A Job:

8. Can an employer ask you in the interview if you have a disability ?
   ☐ Yes ☐ No ☐ I 'm not sure

9. Can an employer ask you on the application form if you have a disability ?
   ☐ Yes ☐ No ☐ I 'm not sure

When You Are Working On A Job:

10. Which of the following are considered reasonable accommodations which an employer may be required to provide? *(check all that apply)*
    - ☐ Restructuring of job responsibilities
    - ☐ Adaptive Equipment
    - ☐ Flexible job schedule
    - ☐ Readers and interpreters
    - ☐ None
    - ☐ I'm not sure

V. Background Information

11. Are you currently attending school anywhere?
☐ Yes
☐ No

12. If yes, what is your academic status? *(check one)*
☐ Sophomore
☐ Junior
☐ Senior
☐ Freshman
☐ Extension
☐ Graduate Student
☐ Other *(explain)*

13. What is your disability?
☐ Visual
☐ Speech
☐ Hearing
☐ Chronic Illness
☐ Head Injury
☐ Mobility/Coordination
☐ Learning Disability
☐ Other *(specify)*

14. During your time at the University, did you . . . *(Check one box for each)*

Work at an internship arranged through the University?	☐ Yes	☐ No
Work at a paid job?	☐ Yes	☐ No
Volunteer time to a community service organization?	☐ Yes	☐ No

15. Are you currently looking for employment?
☐ Yes
☐ No

16. Are you currently employed? ☐ Yes ☐ No

If yes, what is your current job title? ______________________________

17. What are your major duties? ______________________________

____

18. How many hours per week do you work for pay? ______________________________

19. How long have you worked at your current job? ______________________________

20. What is your current annual salary? *(check one)*

☐ Under $5,000
☐ $5,000-$9,999
☐ $10,000-$14,999
☐ $15,000-$19,999
☐ $20,000-$29,999
☐ $30,000 and over

Thank you for your time and cooperation, your comments are very important to us.
Please return this survey by May 6 in the enclosed postage paid envelope to

Career Connections
Disability Services
University of Minnesota
13 Johnston Hall
101 Pleasant St. S.E.
Minneapolis, MN 55455

UNIVERSITY OF MINNESOTA

Career Connections
Follow-Up Form

First Name **Last Name** **Date Filed**

1. Career Development Courses

Career Planning
Job Seeking/Keeping Skills
Internship

Subjective Summary of Results

2. Mentorship

Nameof Mentor
Mentor's Company
Starting Date
Ending Date

Subjective Summary of Results

3. Internship

Company/Agency
Date CC Learned of Internship
Tasks Performed
Starting Date
Ending Date
Number of Months

Subjective Summary of Results

Objective Evaluation by Supervisor

4. Part-Time Job

U of M Student Employment
Other
Company/Agency
Tasks Performed
Start
End
Number of Months
Hours/Week
Date CC Learned of Placement

Subjective Summary of Results (Include Reason for leaving)

5. Employer Forums Attended

Employer Forums Attended
Employer Forums Dates

Subjective Summary of Results

UNIVERSITY
OF MINNESOTA

Career Connections
Follow-Up Form

6. Employment After Graduating or Leaving School

Date CC Learned of Placement ____________

Company/Agency ____________ Hours/Week ____________

Position Title ____________ Salary ____________

Date of Placement ____________ Number of Months ____________

Was the position within the same career family as the student's career goal? ○ Yes ○ No

Subjective Summary (include reason for leaving)

7. List any accommodations used on the job or on the internship

Job Restructuring? ☐ 1 ____________

Part time or modified work schedule? ☐ 2 ____________

Reassignment to a vacant position? ☐ 3 ____________

Adaptive Equipment? ☐ 4 ____________

Modification of training, materials or policies? ☐ 5 ____________

Readers and Interpreters? ☐ 6 ____________

8. Other Student Developmental Activities

Sports? ____________ Academic? ____________

Political? ____________ Other? ____________

Social? ____________ Leadership? ○ Yes ○ No

9. Number of Career Fairs

Fairs Volunteered ____________ Fairs Attended ____________

10. Other Career-Related Activities

Informational Interviewing ____________

Job Shadowing ____________

Other ____________

11. Miscellaneous

Are you currently looking for a job? ☐ Part Time ☐ Full Time

What type of Job? ____________

Would you like assistance in your job search? ☐ Yes ☐ No

Date withdrawn from Career Connections: ____________

Reason for Withdrawl ____________

Date of Graduation ____________

Campus Staff Data

UNIVERSITY OF MINNESOTA

Career Connections, Disability Services

Workshop Participant Survey

Background Information

Which of the following would best describe your employer?

☐ University of Minnesota ☐ Other

I. Workplace Accommodations

1. List any accommodations you are aware of that would be appropriate for a person with a disability to use in a work setting. *(Use examples from as many disability areas as you can think of e.g., hearing, vision, learning, mobility, psychiatric, chronic illness, head injury.)*

____

____

____

____

____

II. Legal Issues - Please indicate what you believe the Americans with Disabilities Act guidelines are for the following situations.

2. Can an employer ask an applicant if he/she has a disability?
☐ Yes ☐ No ☐ I'm not sure

3. Can an employer ask an applicant if he/she can perform a task which is essential to the job?
☐ Yes ☐ No ☐ I'm not sure

4. Does an employer have to give preference to a qualified disabled applicant?
☐ Yes ☐ No ☐ I'm not sure

5. When may an employer give a test? *(check all that apply)*
☐ If all applicants are given the test
☐ If the test measures job functions only
☐ If the test is given only to the finalists
☐ Never
☐ I'm not sure

6. When may an employer require a medical exam? *(check all that apply)*

☐ Before the applicant is offered the job
☐ After the applicant is offered the job, but no reason is given
☐ After the applicant is offered the job and there is a reason for a physical
☐ Never
☐ I'm not sure

7. Which of the following are considered reasonable accommodations which an employer may be required to provide? *(check all that apply)*

☐ Restructuring of job responsibilities
☐ Adaptive equipment
☐ Flexible job schedule
☐ Readers and interpreters
☐ None
☐ I'm not sure

8. What factors determine whether a company is required to make an accommodation? *(check all that apply)*

☐ Financial resources of the company
☐ Number of employees
☐ How the accommodation would affect operations
☐ I'm not sure

III. Consultation

9. Please indicate which of the following organizations/departments you have consulted with regarding a student or employee with a disability.

	Never	**Rarely**	**Occasionally**	**Often**
Office for Students with Disabilities (Now Disability Services)	1	2	3	4
Civil Service Special Employment (Now Human Resources)	1	2	3	4
Community Agency (specify): ________________ ________________ ________________	1	2	3	4
Other (specify): ________________ ________________ ________________	1	2	3	4

* IV. Accessibility

How accessible is your center and program to students with disabilities? Circle **Yes**, **No**, **Not Sure**, or **Not Applicable**, to each statement listed below.

	Yes	No	Not Sure	N / A
OUR CENTER:				
10. Is in a wheelchair accessible location.	1	2	3	4
11. Has the most frequently used materials on lower shelves and all equipment in wheelchair accessible areas.	1	2	3	4
12. Provides staff to assist students needing assistance including the following:				
* Readers *(for printed material, and/or computer screens, etc.)*	1	2	3	4
* Scribes (*for exercises and inventories)*	1	2	3	4
* Assistance in operating equipment	1	2	3	4
* Assistance in procuring materials	1	2	3	4
13. Has policies to provide program access and includes statement on all advertising of programs concerning these policies including:				
* Relocation of inaccessible locations of programs	1	2	3	4
* Arrangement of sign language interpreters	1	2	3	4
14. Adapts policies to allow for students' disability related needs, including:				
* Allowing students to borrow reserved material to allow for taping or enlarging material if not provided by the center	1	2	3	4
* Allowing student with print handicaps to borrow materials for extended periods of time or use computers for longer amounts of time	1	2	3	4
15. Monitors the attitudes of the program staff toward students with disabilities and their career potential.	1	2	3	4

*** This Section Adapted From: "Accessibility Checklist,"** ***Aase & Smith, 1990.***

THANKS FOR COMPLETING THE SURVEY!

Career Connections, Disability Services

Feedback Form

1. What suggestions do you have for future Career Connections activities?

2. What kind of printed information would be most helpful? What topics?

☐ I am interested in having a Disability Services staff person visit our department meeting to discuss specific issues.

Comments: ____

____

Name ______________________ Phone ______________

Department ____________________________________

Address ______________________________________

____

Putting Ability to Work: Employing People with Disabilities
Suggestions / Requests for Future Sessions

Today's session was a general overview. We plan to offer in-depth sessions on topics for which there appears to be interest. Your response to this form will help us determine those topics.

CONTENT

I would like in-depth sessions on the following disabilities:

☐ chronic illness
☐ head injury
☐ hearing impairment
☐ learning disability
☐ psychiatric disability
☐ mobility
☐ vision impairment

Comments: ______________________________

____

I would like in-depth sessions on the following:

☐ ADA: ○ Employment section only ○ all sections
☐ Interacting with a person with a disability (disability etiquette)
☐ Disclosure and confidentiality issues
☐ Job analysis and workplace accommodations
☐ Resources on campus and in the community
☐ Other (specify): ______________________________

Comments: ______________________________

____

☐ I am interested in having a Career Connections staff person visit our department meeting to discuss specific issues.

Comments: ______________________________

____

Name ______________________ Phone ______________
Department ______________________________
Address ______________________________
____

Thanks for your interest!

Workshop Participant Follow-Up Questionnaire

According to our records, you participated in one or more activities sponsored by Career Connections during the past two years. We are interested in your evaluation of services provided by Career Connections and the nature of your current involvement with students with disabilities. Your response will help us determine the effectiveness of our work and ways to improve the project.

I. Background Information

1. Which of the following would best describe your employer?
☐ University of Minnesota ☐ Other

2. If the University of Minnesota, are you
☐ Faculty ☐ Staff ☐ Graduate Student

3. In what Career Connections activities have you participated?
☐ Workshop (Career Development & Disability - Dec '91, or Feb '92)
☐ Workshop (Employing People with Disabilities - March or May '92)
☐ Workshop (Expanding Career Options for Students with Disabilities or Disability in the Workplace: An Inside View - Nov. '92)
☐ Workshop (Learning Disabilities and Psychiatric Disabilities: Insights into Hidden Disabilities - January '93)
☐ Workshop (Counseling and Advising Students with Disabilities - April '93)
☐ Visit to your department by Career Connections staff (presentation or consultation)
☐ ADA & U symposium (May '92)
☐ Career Connections Advisory Committee
☐ Telephone consultation with Career Connection staff on disability-related issues
☐ Other ____________________

4. As far as you know, approximately how many people with disabilities have you worked with over the past year? ____________________

5. From what you've observed, has there been a change in the number of students with disabilities served in your unit in the past year compared to prior years?
☐ More ☐ About the same ☐ Fewer

II. Your Evaluation of Career Connections Services and its Usefulness to your Work

6. In your opinion, what are the most important ways your involvement with Career Connections has supported your work with people with disabilities? (Please list)

____

____

____

7. What do you see as the major changes your unit has implemented in their approach to working with people with disabilities over the past 12 months? ____________________

____

____

____

8. Does your unit have plans to implement new practices withing the next 12 months? ___ No ___ Yes
If yes, please describe. ____

____

____

9. To what extent do you feel the changes you listed in number 7 or the plans described in number 8 are the result of Career Connections programs and services?

☐ Very much ☐ Quite a bit ☐ Some ☐ Not at all

10. We would like to know how Career Connections can best support you during the coming year. What specific issues or challenges are you or your unit experiencing in your work with people with disabilities?

____

____

____

11. In what way can Career Connections best assist you in these challenges?

____

____

____

III. Information about Accommodations

12. As a result of your participation in Career Connections activities, what have you learned about accommodations for people with disabilities? ____

____

____

____

13. List any accommodations of which you are aware that would be appropriate in a work setting. (Use examples from as many disability areas as possible, such as hearing, visual, mobility, psychiatric, chronic illness, head injury, learning disability.) ____

____

____

____

IV. Legal Issues - One purpose of Career Connections has been to increase awareness in the University community about ADA guidelines. Please indicate what you believe the Americans with Disabilities Act guidelines are for the following situations.

14. Can an employer ask an applicant if he/she has a disability?

☐ Yes ☐ No ☐ I'm not sure

15. Can an employer ask an applicant if he/she can perform a task which is essential to the job?

☐ Yes ☐ No ☐ I'm not sure

16. Does an employer have to give preference to a qualified disabled applicant?

☐ Yes ☐ No ☐ I'm not sure

17. When may an employer give a test? *(check all that apply)*

- ☐ If all applicants are given the test
- ☐ If the test measures job functions only
- ☐ If the test is given only to the finalists
- ☐ Never
- ☐ I'm not sure

18. When may an employer require a medical exam? *(check all that apply)*

- ☐ Before the applicant is offered the job
- ☐ After the applicant is offered the job, but no reason is given
- ☐ After the applicant is offered the job and there is a reason for a physical
- ☐ Never
- ☐ I'm not sure

19. Which of the following are considered reasonable accommodations which an employer may be required to provide? *(check all that apply)*

- ☐ Restructuring of job responsibilities
- ☐ Adaptive equipment
- ☐ Flexible job schedule
- ☐ Readers and interpreters
- ☐ None
- ☐ I'm not sure

20 . What factors determine whether a company is required to make an accommodation? *(check all that apply)*

- ☐ Financial resources of the company
- ☐ Number of employees
- ☐ How the accommodation would affect operations
- ☐ I'm not sure

V. Consultation

21. Please indicate which of the following organizations/departments you have consulted with in the past twelve months regarding a student or employee with a disability.

	Never	Rarely	Occasionally	Often
Disability Services (Career Connections or other services offered by Disability Services)	1	2	3	4
Community Agency (specify): ______________________ ______________________	1	2	3	4
Other (specify): ______________________ ______________________	1	2	3	4

VI. Accessibility

We would like to learn whether the accessibility of your center and program has changed since you las completed this survey. How accessible is your center and program to students with disabilities? Che **Yes, No, Not Sure,** or **Not Applicable**, to each statement listed below.

OUR CENTER:	Yes	No	Not Sure	N/A
22. Is in a wheelchair accessible location.	1	2	3	4
23. Frequently used materials are accessible (e.g., materials on lower shelves, equipment in wheelchair accessible areas.)	1	2	3	4
24. Provides staff to assist students needing assistance in the following ways:				
• Readers *(for printed material, and/or computer screens, etc.)*	1	2	3	4
• Scribes *(for exercises and inventories)*	1	2	3	4
• Assistance in operating equipment	1	2	3	4
• Assistance in procuring materials	1	2	3	4
25. Has policies to provide program access and includes statement on all advertising of programs concerning these policies including:				
• Relocation of inaccessible locations of programs	1	2	3	4
• Arrangement of sign language interpreters	1	2	3	4
26. Adapts policies to allow for students' disability related needs, including:				
• Allowing students to borrow reserved material to allow for taping or enlarging material if not provided by the center	1	2	3	4
• Allowing student with print handicaps to borrow materials for extended periods of time or use computers for longer amounts of time	1	2	3	4
27. Monitors the attitudes of the program staff toward students with disabilities and their career potential.	1	2	3	4

THANKS FOR COMPLETING THE SURVEY!

Please return in the enclosed envelope by June 16.

UNIVERSITY OF MINNESOTA
Career Connections, Disability Services

Session Evaluation

Session Title:

Date:

Part 1: Please circle the extent to which you agree or disagree with each statement.

NA = Not Applicable; SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

		NA	**SD**	**D**	**U**	**A**	**SA**
1.	The session was presented effectively.	0	1	2	3	4	5
2.	The information can be applied in my work setting.	0	1	2	3	4	5
3.	The handouts provided were helpful.	0	1	2	3	4	5
4.	The audio/visual aids were effective.	0	1	2	3	4	5

5. What was the most useful part of the session?

6. What was the least useful part of the session?

7. What suggestions do you have for improving the session?

Employer Data

INTEREST FORM

The CLA Career Development Office, Career Connections - Disability Services, the Martin Luther King Program, and the CLA Internship Center are collaborating to provide ways for you to get involved with the career development of students with disabilities and students of color. Here are some of the ways you might participate. This is not a commitment, but an expression of interest. We will send you more information about the items you check:

Through the Career Development Office - College of Liberal Arts, Career Connections - Disability Services, Martin Luther King Program, and the CLA Internship Center

____ Present at an employer forum on a topic of interest to students.
____ Serve as an internship site for students.
____ Be available for informational interviews or job shadowing, or help find someone in your organization to do this for an interested student.
____ Invite Career Connections and Martin Luther King Program staff to present a workshop at your organization on hiring and supervising people with disabilities and people of color.
____ Provide funding for special career development activities for students.
____ Invite Internship Center to present information on how to develop an internship site.

Through Career Connections (CC), Disability Services

____ Serve as a mentor to a student interested in your career area or help find a mentor in your organization.
____ Attend workshops for employers presented by Career Connections.
____ Invite Career Connections staff to present a workshop at your organization on hiring and supervising people with disabilities.
____ Serve as a host for a workshop for businesses in your area.
____ Serve on Career Connections Advisory Committee.
____ Put CC on your organization's mailing list to receive job listings

Through Martin Luther King Program, College of Liberal Arts

____ Invite Martin Luther King Program staff to present a workshop at your organization on hiring and supervising people of color.
____ Attend Martin Luther King Career Preparation Day to share career path experiences.

Name ______________________________
Title ______________________________
Organization ______________________________
Office Address ______________________________
____
____
Phone ______________ Fax ______________

Please return this form to:
University of Minnesota
CLA Career Development
345 Fraser Hall
106 Pleasant Street S.E.
Minneapolis, MN 55455

THANKS FOR YOUR INTEREST!

BEST COPY AVAILABLE

Mentorship Program

Career Connections

Student Evaluation of Mentorship Experience

1. How would you rate the quality of the Career Connections mentoring program (training, staff follow-up, etc...) ?

Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
0	1	2	3	4	5	6

2. How would you rate the usefulness of the mentoring experience?

Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
0	1	2	3	4	5	6

3. Was the mentor match appropriate? Why or why not? ______________________

____

____

4. Was the experience different than you thought it would be? Why or why not?

____

____

5. In what ways could the mentoring experience be improved? ________________

____

____

6. How has the mentoring experience changed the way you view your career? __________

____

____

7. Would you be interested in having another mentor, Fall quarter? If not, why not?

____

____

8. Any additional comments?

____

____

____

UNIVERSITY OF MINNESOTA
CAREER CONNECTIONS MENTORING PROGRAM

STUDENT SURVEY

We'd like you to complete this survey to tell us what you think of the Career Connections Mentoring Program. Please check the blanks which best describe you. Your responses will be kept strictly confidential and reported in summary form only. If you don't feel comfortable answering a question, leave it blank.

I. BACKGROUND INFORMATION

1. What is your disability?

☐ Visual
☐ Speech
☐ Learning disability
☐ Hearing
☐ Chronic illness
☐ Head injury
☐ Mobility
☐ Other (explain)__________________________

2. What best describes your academic status when you were involved in the Career Connections Mentoring Program? (check one)

☐ First Year
☐ Sophomore
☐ Junior
☐ Senior
☐ Graduate student
☐ Have graduated
☐ Other (explain)__________________________

3. What is your gender?

☐ Male
☐ Female

4. At what age did you participate in the Career Connections Mentoring Program? (optional)

☐ 18-24
☐ 25-30
☐ 31-35
☐ 36-40
☐ 41-45
☐ 46+

5. At the time of your participation in the Career Connections Mentoring Program, what was your grade point average?

☐ 3.5-4.0
☐ 3.0-3.49
☐ 2.5-2.99
☐ 2.0-2.49
☐ Below 2.0

6. If you were employed during your participation in the Career Connections Mentoring Program, how many hours did you work per week?

☐ 1-10
☐ 11-20
☐ 21-30
☐ 31-40
☐ 40+

7. At the time of your participation in the Career Connections Mentoring Program, which of the following best describes the career development activities in which you had participated? (check all that apply)

- ☐ Taken career assessments/inventories
- ☐ Met with a career counselor
- ☐ Read books/articles on career information
- ☐ Used a computer system (i.e. Discover or MCIS) to gather career information
- ☐ Conducted informational interviews
- ☐ Talked with friends employed in a variety of career areas'
- ☐ Other (please specify) ______________________________
- ☐ I have not participated in any career development activities

8. At the time of your participation in the Career Connections Mentoring Program, had you selected a career choice and were you satisfied with your choice?

☐ Yes ☐ No ☐ I'm not sure

II. MENTOR RECRUITMENT

9. To what extent does this describe you? "Having a mentor with a of disability is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

10. To what extent does this describe you? "Having a mentor with **the same type** a disability is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

11. To what extent does this describe you? "Having a mentor who is the same gender as me is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

12. To what extent does this describe you? "Having a mentor who is similar in age is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

III. MENTORING RELATIONSHIP

13. How many times did you meet with your mentor?
☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times
☐ 9-10 times
☐ More than 10 times

14. How many times would you have liked to have met with your mentor?
☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times
☐ 9-10 times
☐ More than 10 times

15. Did you disclose your disability t to your mentor?
☐ Yes
☐ No
☐ My disability is visible, so it was apparent

16. If you disclosed your disability, when did you disclose?
☐ During the orientation training
☐ During the first meeting
☐ During the second or third meeting
☐ During the fourth or fifth meeting
☐ During the last meeting

17. Which best describes the topics you discussed with your mentor? (check all that apply)
☐ Career planning
☐ Disability-related issues
☐ Job seeking skills
☐ Resume writing
☐ Other (please specify)____________________________________

18. Which best describes the reason you decided to participate in the mentoring program? (check all that apply)
☐ To learn about employer expectations
☐ To learn how to prepare for a specific field
☐ To build professional networks
☐ To gain exposure to the field
☐ To learn about the use of accommodations in the workplace
☐ To learn from a professional with a disability
☐ Other (please specify)____________________________________

19. As a result of my participation in the mentoring program, I (check all that apply)
- ☐ Feel more confident in pursuing my career goals
- ☐ Have built professional networks in my field
- ☐ Applied for an internship
- ☐ Applied for a job
- ☐ Applied to graduate school
- ☐ Other (please specify) ____________________

20. Rate your overall satisfaction with the Career Connections Mentoring Program.
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Not at all satisfied

THANK YOU FOR HELPING US IMPROVE THE
CAREER CONNECTIONS MENTORING PROGRAM.

Career Connections

Mentor Evaluation

1. How would you rate the quality of the Career Connections mentoring program (training, staff follow-up, etc...) ?

Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
0	1	2	3	4	5	6

2. How would you rate the usefulness of the mentoring experience?

Didn't Use	Very Poor	Poor	Fair	Good	Very Good	Excellent
0	1	2	3	4	5	6

3. Was the mentor match appropriate? Why or why not?

4. Was the experience different than you thought it would be? Why or why not?

5. In what ways could the mentoring experience be improved?

6. How has the mentoring experience changed the way you view people with disabilities?

7. Would you be willing to serve as a mentor next year if a compatible student is available? If no, why not?

8. Any additional comments?

UNIVERSITY OF MINNESOTA

CAREER CONNECTIONS MENTORING PROGRAM

MENTOR SURVEY

We'd like you to complete this survey in order for us to improve the Career Connections Mentoring Program. Please check the blanks which best describe you. Your responses will be kept strictly confidential and reported in summary form only. If you don't feel comfortable answering a question, leave it blank.

I. BACKGROUND INFORMATION

1. What is your gender?

☐ Male
☐ Female

2. At what age did you participate in the Career Connections Mentoring Program? (optional)

☐ 18-24
☐ 25-30
☐ 31-35
☐ 36-40
☐ 41-45
☐ 46-50
☐ 51-55
☐ 55+

3. What is your disability?

☐ I do not have a disability
☐ Visual
☐ Speech
☐ Learning disability
☐ Hearing
☐ Chronic illness
☐ Head injury
☐ Mobility
☐ Other (explain)________
____
____
____

4. At the time of your participation as a mentor, which of the following best describes the number of years you had been in your field of specialty.

☐ 1-5 years
☐ 6-10 years
☐ 11-15 years
☐ 16-20 years
☐ 20+ years

5. At the time of your participation as a mentor, how many hours did you work per week?

☐ 1-10
☐ 11-20
☐ 21-30
☐ 31-40
☐ 40+

II. MENTOR RECRUITMENT

6. To what extent does this describe you? "Having a student/mentee who is the same gender as me is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

7. To what extent does this describe you? "Having a student/mentee who is similar in age as me is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

8. To what extent does this describe you? "If you have a disability, having a student/mentee with a similar disability as me is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

9. To what extent does this describe you? "Being able to contact project staff to discuss problems/issues is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

10. To what extent does this describe you? "Having access to mentoring training opportunities is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

III. MENTORING RELATIONSHIP

11. How many times did you meet with your student/mentee?

☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times
☐ 9-10 times
☐ More than 10 times

12. How many times would you have liked to have met with your student/mentee?

☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times
☐ 9-10 times
☐ More than 10 times

13. If you have a disability, did you disclose it to your student/mentee?

☐ Yes
☐ No
☐ My disability is visible, so it is apparent
☐ I do not have a disability

Training Manual Field Test

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Disability Services
Office of the Vice President for Student Affairs

16 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, MN 55455
612-624-4037

Dear Colleague,

You have expressed interest in field-testing the training manual, "Putting Ability to Work: Career Development and Disability" developed by Career Connections. Field-testing will take place during the '92-93 school year. The manual will be revised during the summer of '93 according to field testers' suggestions and then disseminated during the '93-94 school year. In this letter we'd like to describe the manual's purpose and our criteria for field test sites so that you can determine whether you would like to be a field test site.

The manual has two main sections. The first section, "Putting Ability to Work," is designed for use with college service providers (career placement counselors, advisers, etc.) and with employers (both on campus and in the community). The training is designed to familiarize employers and campus staff with types of disabilities, A.D.A. guidelines, career counseling issues, and reasonable accommodations related to college students, graduates, and employees with disabilities. The introduction provides tips on preparing and presenting workshops.

The second section, "The Mentoring Experience," is designed for use with mentors from the community and the college students who will be their mentees. The workshop establishes the role of the mentor and the student, and provides opportunities for the mentor and student to develop good communication skills and define appropriate boundaries for their relationship. The introduction provides tips on establishing a mentorship program.

The two sections of the manual are divided into modules, which are listed in the enclosed description. The modules are designed to stand alone, so that you can change the order and select those modules most appropriate to your audience. The manual is laid out so that the script is on the left side of the page and the visuals to go with the script (overheads, handouts, flip chart material) are shown on the right side. Masters for the overheads and handouts are included in the manual.

While the manual provides a complete script and directions, persons using it should be knowledgeable about the subject matter and comfortable speaking before a group.

Training Manual Field Test:
Putting Ability To Work

Instructions: Please fill out the appropriate portions of this field test immediately after conducting the training. Please be specific when making suggestions on ways to improve the workshop.

Name ______________________________ Title __________________________

Telephone __________________________ E Mail _________________________

Institution/Organization ___________________ Date of Evaluation___________

Address ____

- -

1.) Indicate the audience with whom you used the material.
_____ campus service providers (e.g., career counselors)
_____ campus employers
_____ community employers
_____ mentors
_____ other (specify) ____

2.) Indicate how you used the training manual.
_____ workshop
_____ course
_____ individual and/or small group consultation
_____ other (specify) ____

3.) Were the directions for use and conducting the training session clear? ___Yes ___No
If not, what changes would you suggest?

____

____

4.) Was the layout of the script (size of type, use of cues for handouts, overheads, etc.) "user friendly?" ___Yes ___No
If not, please identify suggestions for improvement.

____

____

5.) Did you include other topics or areas which you think should be incorporated into the training manual? If so, explain.

____

____

____

6.) Rate the modules on the following characteristics by circling the response which best matches your opinion, using the scale: **Strongly Disagree (SD), Disagree (D), Unsure/No Opinion (U/N), Agree (A), Strongly Agree (SA), Did Not Use (DNU).** Remember, each module is meant to provide a brief overview of the material. They are not intended to be all-inclusive.

Module I Introduction

___ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation /script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The handouts were useful.

What did you like best about this module?____________________

____

What improvements do you suggest for this module?____________________

____

If you did not use this module, why not?____________________

____

Module II Legislation

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The handouts were useful.
SD	D	U/N	A	SA	DNU	The overheads enhanced the presentation.
SD	D	U/N	A	SA	DNU	The interview simulation was effective.

What did you like best about this module?____________________

____

What improvements do you suggest for this module?____________________

____

If you did not use this module, why not?____________________

____

Module III Etiquette/Disclosure

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The handouts were useful.
SD	D	U/N	A	SA	DNU	The overheads enhanced the presentation.

What did you like best about this module?

What improvements do you suggest for this module?

If you did not use this module, why not?

Module IV Disability Types

__ Used Module __ Reviewed only __ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.
SD D U/N A SA DNU The handouts were useful.
SD D U/N A SA DNU The overheads enhanced the presentation.
SD D U/N A SA DNU The simulations were effective.

What did you like best about this module?

What improvements do you suggest for this module?

If you did not use this module, why not?

Module V Video "Part of the Team"

__ Used Module __ Reviewed only __ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information/video was well received by the audience.

What did you like best about this module?

What improvements do you suggest for this module?

If you did not use this module, why not?

Module VI Case Scenarios

__ Used Module __ Reviewed only __ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.
SD D U/N A SA DNU The handouts were useful.
SD D U/N A SA DNU The overheads enhanced the presentation.
SD D U/N A SA DNU The small group exercise was effective.

What did you like best about this module?________________________________

____

What improvements do you suggest for this module?__________________________

____

If you did not use this module, why not?__________________________________

____

Module VII Career Exploration/Decision Making

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The overheads enhanced the presentation.

What did you like best about this module?________________________________

____

What improvements do you suggest for this module?__________________________

____

If you did not use this module, why not?__________________________________

____

Module VIII Job Seeking and Job Analysis

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The handouts were useful.
SD	D	U/N	A	SA	DNU	The overheads enhanced the presentation.

What did you like best about this module?________________________________

____

What improvements do you suggest for this module?__________________________

____

If you did not use this module, why not?__________________________________

____

Module IX Making Your Office Accessible

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The handouts were useful.

What did you like best about this module?______________________________

____

What improvements do you suggest for this module?______________________

____

If you did not use this module, why not?_______________________________

____

Module X Career Development Resources

__ Used Module __ Reviewed only __ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.
SD D U/N A SA DNU The handouts were useful.

What did you like best about this module?______________________________

____

What improvements do you suggest for this module?______________________

____

If you did not use this module, why not?_______________________________

____

Module XI Wrap Up

__ Used Module __ Reviewed only __ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.
SD D U/N A SA DNU The handouts were useful.

What did you like best about this module?______________________________

____

What improvements do you suggest for this module?______________________

____

If you did not use this module, why not?_______________________________

____

Please comment on the manual as a whole:

7.) Did you create or use other handouts or overheads to support the modules?
If so, please describe.

8.) Would you recommend the training manual to others? Why? Why not?

9.) Other comments: We are particularly interested in knowing:
a.) any problems you had with this training manual
b.) your perception of its strengths and weaknesses, and
c.) suggestions to improve it.

Questions? Contact Betty Aune (612) 624-6884

☐ Please check here if you would like a complimentary copy of the final version of the training manual.

Please return Training Manual Field Test to:

Betty Aune, Project Director
Disability Services
University of Minnesota
16 Johnston Hall
101 Pleasant St. S.E.
Minneapolis, MN 55455

Training Manual Field Test:
The Mentoring Experience

Instructions: Please fill out the appropriate portions of this field test immediately after conducting the training. Please be specific when making suggestions on ways to improve the workshop.

Name ______________________________ Title __________________________

Telephone ___________________________ E Mail _________________________

Institution/Organization ___________________ Date of Evaluation__________

Address ____

- -

1.) Indicate the audience with whom you used the material.
_____ mentors
_____ students

2.) Indicate how you used the training manual.
_____ workshop
_____ course
_____ individual and/or small group consultation
_____ other, specify ____

3.) Were the directions for use and conducting the training session clear? ___Yes ___No
If not, what changes would you suggest?

____

____

4.) Was the layout of the script (size of type, use of cues for handouts, overheads, etc.) "user friendly?" ___Yes ___No
If not, please identify suggestions for improvement.

____

____

5.) Did you include other topics or areas which you think should be incorporated into the training manual? If so, explain.

____

____

____

6.) Rate the modules on the following characteristics by circling the response which best matches your opinion, using the scale: **Strongly Disagree (SD), Disagree (D), Unsure/No Opinion (U/N), Agree (A), Strongly Agree (SA), Did Not Use (DNU).** Remember, each module is meant to provide a brief overview of the material. They are not intended to be all-inclusive.

Module I Introduction

___ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation /script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The icebreaker helped build rapport between participants.

What did you like best about this module?______________________________

____

What improvements do you suggest for this module?______________________________

____

If you did not use this module, why not?______________________________

____

Module II The Mentor/Student Relationship

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The discussion topic was helpful in identifying individual mentoring needs.

What did you like best about this module?______________________________

____

What improvements do you suggest for this module?______________________________

____

If you did not use this module, why not?______________________________

____

Module III Communication

__ Used Module ___ Reviewed only ___ Did not use or review

SD	D	U/N	A	SA	DNU	The presentation/script is easy to follow.
SD	D	U/N	A	SA	DNU	The information adequately covers the topic.
SD	D	U/N	A	SA	DNU	The information was well received by the audience.
SD	D	U/N	A	SA	DNU	The active listening exercise was useful.
SD	D	U/N	A	SA	DNU	"The Story" exercise was useful.
SD	D	U/N	A	SA	DNU	The problem solving scenarios were useful.

What did you like best about this module?____________________

____

What improvements do you suggest for this module?____________________

____

If you did not use this module, why not?____________________

____

Module IV Boundaries

__ Used Module ___ Reviewed only ___ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.
SD D U/N A SA DNU The assertiveness exercise was useful.
SD D U/N A SA DNU The description of disability-related issues was useful.

What did you like best about this module?____________________

____

What improvements do you suggest for this module?____________________

____

If you did not use this module, why not?____________________

____

Module V Journal

__ Used Module ___ Reviewed only ___ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.

What did you like best about this module?____________________

____

What improvements do you suggest for this module?____________________

____

If you did not use this module, why not?____________________

____

Module VI Conclusion

__ Used Module ___ Reviewed only ___ Did not use or review

SD D U/N A SA DNU The presentation/script is easy to follow.
SD D U/N A SA DNU The information adequately covers the topic.
SD D U/N A SA DNU The information was well received by the audience.
SD D U/N A SA DNU The handouts were useful.

What did you like best about this module?____

What improvements do you suggest for this module?__________________________________

If you did not use this module, why not?____

Please comment on the manual as a whole:

7.) Did you create or use other handouts or overheads to support the modules?
If so, please describe.

8.) Would you recommend the training manual to others? Why? Why not?

9.) Other comments: We are particularly interested in knowing:
- a.) any problems you had with this training manual
- b.) your perception of its strengths and weaknesses, and
- c.) suggestions to improve it.

Questions? Contact Donna Johnson (612) 626-8035

☐ Please check here if you would like a complimentary copy of the final version of the training manual.

Please return Training Manual Field Test to:

Betty Aune, Project Director
Disability Services
University of Minnesota
16 Johnston Hall
101 Pleasant St. S.E.
Minneapolis, MN 55455

APPENDIX D:

Sample Publicity Materials about CC Activities

CONNECTIONS

What Is The Time Commitment?

The amount of time you put into Career Connections is up to you. You can choose one or all of the activities offered.

However, once you have selected activities for your plan, we do ask that you honor those commitments.

How Do I Get Started?

We will work with you to develop a personalized plan for your participation in Career Connections.

The plan will be based on an initial session with a Career Counselor to determine your career development needs.

For Information About
Career Connections
contact:
Your OSD Counselor
16 Johnston Hall
624-4037
or
30 Nicholson Hall
626-1333
or
Donna Johnson
Career Experiences Coordinator
624-6884

Career Connections is funded by the U.S. Department of Education, Office of Special Education & Rehabilitation, and the University of Minnesota - Office of the Vice President for Student Affairs, and the Office for Students with Disabilities.

CAREER
CONNECTIONS

Career Connections is an exciting NEW program offered by the Office for Students with Disabilities to provide opportunities for students to develop their career potential.

CAREER

Who Can Participate?

To Participate You Must:

- be seeking a degree at the University of Minnesota,
- have a documented disability, and
- have a goal to obtain employment after completion of your education.

Preference will be given to students with at least 60 credits and a course completion ratio of .75.

How Do I Get In This Program?

Talk to any counselor in the Office for Students with Disabilities. They will ask a few questions to determine whether you are eligible and go through an application form with you.

What Opportunities Will I Have?

Three Course Career Development Sequence

This is a series of credit courses. The first course, Career Planning, is offered Winter Quarter. The second course, Job Seeking/Keeping Skills is offered Spring Quarter. The third course is an internship experience and is offered Summer Quarter and possibly the following Fall Quarter.

Internship Experience

If you don't take the course sequence, but still want an internship experience, we will help you obtain an internship through other programs on and off campus.

Mentorship Experience

This is an opportunity for you to get to know someone in your field of interest. Your mentor will meet with your regularly, provide information about career opportunities in your field, and help you get connected in the community.

Part-time Job through Student Employment

If you need to get work experience, we will help you find a job through Student Employment. Your OSD counselor will assist you in deciding what accommodations you may need at the work site and how you will go about getting them.

Informal Lunches with Employers

Twice per quarter, you will be invited to have lunch with employers and with former University students who are now employed. They will discuss opportunities in their career areas and answer your questions about career opportunities.

Placement Assistance

We will help you get connected with a Projects with Industry representative who provides placement assistance on campus once a month. OSD will also provide consultation and technical assistance to the placement office from your college if needed. If you are working with the Division of Rehabilitation Services (DRS), we will work closely with your DRS counselor.

Access to Other Campus Offerings

We will provide information about other campus activities which will develop your leadership skills, build self-confidence, and develop work-related and job-seeking/keeping skills, such as Student Organization Development Center, Career Resource Center workshops, career fairs, and student government.

Ongoing Counseling

Your OSD counselor will provide counseling regarding all project activities as needed. After you leave school, the counselor will continue to provide job-related counseling.

Connections

What Is The Time Commitment?

The amount of time you put into Career Connections is up to you. You can choose one or all of the activities offered.

However, once you have selected activities for your plan, we do ask that you honor those commitments.

What Can I Expect?

We will work with you to develop a personalized plan for your participation in Career Connections.

Career Connections counselors will work collaboratively to promote the effort and interests of motivated students.

UNIVERSITY OF MINNESOTA
DISABILITY SERVICES

For Information About

Career Connections

contact:

Your Disability Services

Counselor

30 Nicholson Hall

626-1333

or

Donna Johnson

Career Services Coordinator

626-8035

STUDENT
AFFAIRS

This brochure is available in alternative format. Call 624-6884.

Career Connections is funded by the U.S. Department of Education, Office of Special Education & Rehabilitation, and the University of Minnesota - Office of the Vice President for Student Affairs, and the Disability Services Office.

Career Connections

Career Connections is a program offered by Disability Services which provides opportunities for students to develop their career potential.

Career

Who Can Participate?

To Participate You Must:

- be a current or former student of the University of Minnesota
- be registered with Disability Services
- have a documented disability

How Do I Get In This Program?

Talk to any counselor at Disability Services (DS). They will ask a few questions to determine whether you are eligible and refer you to Career Connections if appropriate.

What Opportunities Will I Have?

Three Course Career Development Sequence

The first course, Career Planning, is offered Fall Quarter. The second course, Job Seeking/ Keeping Skills is offered Winter Quarter. The third course is an internship experience and is offered Spring Quarter. These courses are offered for graduation credit.

Career Planning and Assessment

This is an opportunity for you to identify your interests, skills and values as they relate to the world or work. (Career exploration techniques such as informational interviewing and job shadowing may be used. Career decision making will be discussed and an action plan developed.)

Internship Experience

If you don't take the course sequence, but still want an internship experience, we will help you develop an internship using other resources on and off campus.

Mentorship Experience

This is an opportunity for you to get to know someone in your field of interest. Your mentor will meet with you regularly, provide information about career opportunities in your field, and help you learn more about resources in the community.

Part-time Job through Student Employment

Career Connections will help you explore work opportunities offered through Student Employment. Your DS counselor will assist you in deciding what accommodations you may need at the work site and how you will go about getting them.

Assistance with Job Search and Job Accommodations

If you are looking for a part-time or full-time job, we will help you get connected with placement services on or off campus. We will also discuss what job accommodations you may need and how to go about getting them. We work closely with Student Employment, the campus career development/placement offices, Projects with Industry, and the Division of Rehabilitation Services.

Ongoing Counseling

Your Career Connections counselor will provide counseling regarding all project activities as needed. After you leave school, the counselor will continue to provide job-related counseling.

Access to Other Campus Offerings

We will provide information about other campus activities that will develop your leadership skills, build self-confidence, and develop work-related and job-seeking/keeping skills, such as the Student Organization Development Center, Career Development Center workshops, career fairs, and student government.

Conference Sponsors

Office for Students with Disabilities (OSD)

Career Connections(OSD)

Students Committee for the Disabled Student Cultural Center

Minneapolis Student Union

Student Employment Center

Office of Equal Opportunity and Affirmative Action

Support Services and Operations

Civil Service Personnel

Academic Personnel

Institute on Community Integration

Research and Training Center on Community Living

National Center for Youth with Disabilities

Center for Children with Chronic Illness and Disability, A Division of General Pediatrics and Adolescent Health

Institute for Disability Studies

Americans with Disabilities: An Introduction to an

Emerging People

A conference to increase awareness, build skills for implementation, and celebrate the passage of the Americans with Disabilities Act

Monday-Wednesday
May 11-12-13, 1992

UNIVERSITY OF MINNESOTA

Introduction/Overview

The recent recommendation to establish the Disabled Student Cultural Center, which would be the first of its kind known in the nation, attests to the University of Minnesota's support for the Americans with Disabilities Act of 1990. ADA will mean many things to many people at the University of Minnesota. What will it mean to you?

Americans with Disabilities: An Introduction to an Emerging People is a three day conference designed to celebrate the Americans with Disabilitiies Act by exposing the commonly held myths surrounding disability and challenging them through deepened awareness and informed discussion. Small group sessions will focus on the effects of ADA unique to various University concerns: accessibility, employment, transportation, telecommunications, and classroom accommodation.

This conference will also provide a forum for interaction with contemporary leaders in the field of disability and disability rights. Dr. Carol Gill, from the Chicago Institute on Disability Research, will lead several interactive and highly recommended sessions on disability and what it means in our society.

As newly discovered commonalities outnumber archaic notions of perceived differences, disabled and nondisabled conference participants will begin to establish new relationships with one another.

Americans with Disabilities: An Introduction to an Emerging People intends to celebrate the Americans with Disabilitiies Act and the building of a disability community at the University of Minnesota. Celebrations become more meaningful when more people participate. You are invited to come and celebrate diversity with us.

Schedule • Topics • Presenters

Monday, May 11, 1992

The ADA and "U" . . .

8:00 **Registration/Check-in**

8:30 **Welcome and Introduction**
Nils Hasselmo, University of Minnesota, President

8:40 General Session. *Tom Hegg, Author, Teacher, Breck School*

9:30 **Breakout Sessions**
OVERVIEW OF ADA. ***Robin Jones**, Great Lakes Disability and Business Technical Assistance Center, University of Illinois*
EMPLOYMENT AND ADA. ***Stephen Cooper**, Law Offices of Cooper and Orth*
PUBLIC FACILITIES AND ADA. ***Margo Imdieke**, State Council on Disability*
TRANSPORTATION AND ADA. ***Mary Jo Nichols**, Metro Center for Independent Living*
VIDEOTAPE: BREAKING THE ATTITUDE BARRIERS.

10:30 **Roundtable Discussion.** ***Jan Smaby**, (KTCA) Moderator. **Stephen Cooper, Margo Imdieke, Robin Jones, Louise Tetu**, (U student), **Carol Carrier**, Associate Vice President, Academic Affairs*

11:30 **Lunch.** East Wing of Campus Club

12:30 **General Session: Americans with Disabilities: An Introduction to an Emerging People.** ***Carol Gill**, Chicago Institute on Disability Research*

1:30 **Breakout sessions.**
PREPARING JOB DESCRIPTIONS AND IMPLEMENTING REASONABLE ACCOMODATIONS. ***Robin Jones***

Monday breakout sessions *continued*

CLASSROOM ACCOMODATIONS AND SECTION 504 OF THE REHABILITATION ACT. ***Susan Aase, Sue Kroeger**, Office for Students with Disabilities*
TELECOMMUNICATIONS AND ADA. ***Joanna Morken Hardy**, Regional Service Center for Hearing Impaired People*
PUBLIC FACILITIES AND ADA. ***Margo Imdieke***
DISABLED VETERANS AND ADA. ***James Monchamp**, Department of Jobs and Training*
VIDEOTAPE: THE ADA: NEW ACCESS TO THE WORKPLACE.

2:30 **Reception Celebrating Disability Culture.**

Tuesday, May 12, 1992

Disabled and Proud . . .

A Conversation with Carol Gill: Disabled and Proud - What Do We Have to Celebrate?

12:20 - 1:30
Humphrey Institute Commons
West Bank

Wednesday, May 13, 1992

Living with a Disability . . .

Valuing Life with a Disability: New Models for Modern Medicine
8:30-10:00
Coffman Memorial Union
East Bank

A Bi-Cultural Model for Understanding Disability in the Family
12:00-1:30
College of Human Ecology
St. Paul Campus

General Information

- **Registration:** There is no fee to register for the conference. The fee for lunch is $6.00 ($3.00 for students) payable to the **Office for Students with Disabilities, University of Minnesota**. Lunch payment must be submitted with registration form. **Registration deadline is Friday, May 1, 1992.** Space is limited. Early registration is encouraged.

- **Conference Locations:**

Monday:	3rd Floor Coffman Memorial Union, Washington Avenue, East Bank	
Tuesday:	Humphrey Institute, West Bank	
Wednesday:	a.m.:	307 Coffman Memorial Union
	p.m.:	College of Human Ecology Fireplace Room 274 McNeal Hall St. Paul Campus

- **Accommodations:** Coffman Memorial Union is an accessible facility. Sign language interpreters will be available upon request. Handicapped parking is available in the Harvard Street and East River Road ramps. If an interpreter or additional accommodations are needed, please specify on the registration form.

- **For Further Information:** Contact Darla Carlson, Office for Students with Disabilities, 626-7846.

Career Connections

Offers Students with Disabilities an Opportunity to:

Develop Career Focus

Gain Internship Experience

Network With Employers

Connect With A Mentor

Obtain Job Placement Assistance

For *MORE* Information
Contact a Counselor at the
Office for Students with Disabilities 624-4037
or call **Career Connections** at 624-6884

This is for you!

Job Fair '93

Wednesday, February 24
10:00 a.m. to 2:00 p.m.
Great Hall,
Coffman Memorial Union

Just a reminder to all Career Connections participants, that Career Connections is co-sponsoring the CLA Job Fair. This is an Opportunity for you to:

- Meet with employers who have been recruited for their interest in hiring a diverse workforce
- Talk to representatives from business, government and nonprofit organizations who have the power to hire
- Explore career options and gather information

Questions? Call Donna at 626-8035

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office for Students with Disabilities

Room 16
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, MN 55455

612-624-4037

Dear Colleague,

The Office for Students with Disabilities recently received a three-year grant from the U.S. Department of Education to improve career planning and placement opportunities for university students with disabilities. The project is called Career Connections and involves services to both students and staff.

Career Connections will be offering a series of workshops geared especially for career development and placement counselors, internship program coordinators, student employment personnel, and other interested professionals. The first set of sessions, entitled *Putting Ability to Work: Career Development and Disability,* will be a general overview of issues related to disability and career. The second set of sessions will focus on issues raised at the overview session and on specific disability areas.

I invite you to the first session in the series. Please invite other staff in your department also.

Sincerely,

Sue Kroeger

Sue Kroeger
Director, OSD

Career Connections

Office for Students with Disabilities (OSD)

PUTTING ABILITY TO WORK: CAREER DEVELOPMENT & DISABILITY

THE FIRST IN A SERIES OF WORKSHOPS FOR PROFESSIONAL STAFF

Mon., Dec. 9, 10:00-12:00 a.m.

- OR -

Thurs., Dec. 12, 8:30-10:30 a.m.

Dale Shepard Room, 4th Floor
Campus Club, Coffman Memorial Union

Betty Aune *Project Director*	*Susan Aase* *Ass't Director, OSD*	*Donna Johnson* *Career Experiences Coordinator*

As a participant, you will:

- Gain awareness of disabilities *(hearing, vision, mobility, learning, psychiatric, etc.)*
- Discover ways to make your own services more accessible
- Become more comfortable in talking with students about their disability
- Learn about accommodations appropriate to the work, internship or practicum setting
- Become informed on how the Americans with Disabilities Act (ADA) affects hiring and supervising workers with disabilities
- Develop skills in assisting disabled students in the career development and job seeking/keeping process
- Acquire information about campus and community resources

Fill out the enclosed RSVP form and return by Monday, Dec. 2. ***Registration is limited!***

UNIVERSITY OF MINNESOTA

RSVP FOR CAREER DEVELOPMENT AND DISABILITY WORKSHOP

(Please RSVP by Monday, December 2)

Name ______________________________ Phone Number_____________

Department ____

Mailing Address ____

____

____ I will attend the workshop on Mon. Dec. 9, 10:00 - 12:00 AM.

____ I will attend the workshop on Thurs. Dec. 12, 8:30 - 10:30 AM.

____ I cannot attend on either of these days, but please send me information about the next workshop.

____ I suggest you send information about the next workshop to the following persons (include address):

____

____

____

____

Send RSVP to:
Career Connections
Office for Students with Disabilities
University of Minnesota
16 Johnston Hall
101 Pleasant St. SE
Minneapolis, MN 55455

Questions? Call Betty Aune, Project Director, 624-6884

APPENDIX E:

Departments Represented by Campus Professionals Participating in Career Connections

Departments Represented by Core Group of Campus Professionals

Academic Counseling-Intercollegiate Athletics
Admissions
Advanced High School Student Services
African American Learning Resource Center
Alumni Association
Art Department
Asian/Pacific American Learning Resource Center
Athletic Department
Carlson School of Management (CSOM) - Career Development
CSOM Career Planning and PlacementCenter for Applied Research &
Educational Improvement (CAREI)
College of Liberal Arts (CLA) Career Development Office
CLA Individualized Degree Program
CLA Pre-Major Advising
CLA Upper Division
CLA-Student Academic Support Services
College of Agriculture
College of Biological Sciences - Career Information Office
College of Education
College of Human Ecology
College of Natural Resources
Continuing Education & Extension Counseling (CEE)
Educational Psychology
General College
Graduate Assistant Office
Human Resources
Institute of Technology - Placement Office
Inter-College Program
Intercollegiate Athletics
Law School Admissions
Medical Technology
Minneapolis Student Unions - Payroll
Minneapolis Student Unions - Student Organizations
Nursing Career Development
Occupational Therapy
Office for Special Learning Opportunities (OSLO)
Office of Human Resources
Office of International Education (OIE) - Career Development
Office of Student Activities (OSA)
Personnel
Social Science Divisional Office
Sociology Department
Student Employment Center
Twin Cities Public Television
Undergraduate Admissions
University Counseling Services (UCS/CRC)

Departments Represented by Other Campus Professionals

Academic Affairs
Admissions
American Indian Learning Resource Center
Asian/Pacific American Learning Resource Center
Boynton Health Service
Continuing Education & Extension Counseling (CEE)
Chemical Engineering and Materials Science (CE)
College of Liberal Arts (CLA) Honors Division
CLA Martin Luther King Project
CLA Premajor Advising
CLA Student Academic Support
CLA Upper Division
College Admistration
College of Agriculture
College of Biological Science (CBS)
College of Human Ecology
Carlson School of Management (CSOM) Career Development
CSOM Career Planning & Placement
CSOM Undergrad Studies
Counseling & Student Personnel Psychology Program (CSPP)
Disability Services
Education Student Affairs Office
Educational Psychology
General College Student Services
General College - SBS
Housing Services
Institute on Community Integration
Inter College Program
International Study and Travel
Law School
Libraries - Public Service
Metropolitan Center for Independent Living
Multi Resource Centers, Inc.
National Center for Youth with Disabilities
Occupational Therapy
Office for Special Learning Opportunities (OSLO)
Office of International Education (OIE) - Career Development
Office of Registrar
Pediatrics
Pharmacy
Physical Medicine and Rehabilitation
Psychology Advising
Registrar's Office
School of Dentistry
School of Journalism
School of Nursing
School of Public Health
Student Diversity Institute
Student Employment Center
Student Judicial Affairs
Student Services, CHE
The University Day Community
University Counseling Services (UCS/CRC)
University of Minnesota-Duluth-Career and Placement Service
University Telecommunications
Upper Division Advising

APPENDIX F:

Career Connections Publications

Publications Written by Career Connections Staff
Order Form
Table of Contents: The Mentoring Experience
Table of Contents: Putting Ability to Work
Student Programs Packet
Highlights - Copies of Student Newsletter
Career Connections - Copies of National Newsletter

Publications Written by Career Connections Staff

Available to order:

Training Manual: Putting Ability to Work: Disability, Career Development and Employment, 1994, Donna Johnson, Betty Aune, Susan Aase, and Joyce Anis. Will also be available through ERIC.

Training Manual: The Mentoring Experience: A Manual for Training, 1994, Donna Johnson.

Career Connections Student Programs Packet, 1994, Donna Johnson.

Job Accommodation Handbook for College Students with Disabilities Transitioning into the Workplace, Career Development/Placement Counselors, and Employers/Supervisors, 1995, Joyce Anis.

Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography, 1992. Elizabeth Aune, Donna Johnson, David Baggett, Susan Aase, Susan Carlson, and Sue Kroeger. Also available through ERIC (ED350741)

Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography, 1993, Betty Aune and David Baggett, Editors. Susan Aase, Donna Johnson and Kevin Nutter, Contributors. Available through ERIC (ED368117)

Career Development and Employment for College Students and Graduates with Disabilities: Annotated Bibliography, 1994. Betty Aune, Editor. Susan Aase, Joyce Anis, Rick Battaglia, Tim Fitzgerald, Beth Gaipa, Curt Griesel, and Donna Johnson, Contributors. Submitted to ERIC.

Manuscripts submitted for journal publication:

Career Development: A Three Course Sequence for Students with Disabilities Susan A. Aase and Diane Maijala. Working paper.

Transition to Postsecondary Education: Institutional and Individual Issues (Invited article). Betty Aune (University of Minnesota) and Mary Friehe (Augustana College). Topics in Language Disorders (in press).

Career Development of College Students with Disabilities: An Interactional Approach to Defining the Issues. Betty Aune and Sue Kroeger. Submitted for publication.

Career Service Needs of College Students with Disabilities. Mary Friehe (Augustana College), Betty Aune (University of Minnesota), and Jan Leuenberger (University of Nebraska. Career Development Quarterly (March, 1996).

Career Connections: A Model for Making College Career Programs Accessible. Kevin V. Nutter and Donna M. Johnson. NASPA Journal (in press).

Report on an International Conference on Disability in Higher Education. Betty P. Aune. Journal of Postsecondary Education and Disability. Vol. 10, No. 2, pp. 27-36, 1993.

Order Form

If you are interested in obtaining any of our materials, please complete this form. (Payment is to cover printing and postage, payable to Disability Services, University of Minnesota.) See Career Connections newsletter for further description of these items or contact the project office.

Name: ____
Address: ____
____
Phone number: ____________________
E-Mail address: ____________________
Fax: ____________________________

____ Please add me to your newsletter mailing list (no charge)
* ____ *(NEW)* Job Accommodation Handbook [$5.00]
* ____ *(NEW)* User Guide: Accessing Careers On-Line Services through Internet Gopher [$4.00]
____ Training Manual: Putting Ability to Work: Disability, Career Development and Employment [$18.00]
____ Training Manual: The Mentoring Experience [$5.00]
____ Career Connections Student Programs [$4.00]
Annotated Bibliographies:
____ 1992 edition [$4.00] Also available through ERIC (ED350741)
____ 1993 edition [$5.00] Also available through ERIC (ED368117)
____ 1994 edition [$5.00]

The following items will be available Fall '95. Please indicate if you would like information when the items become available.

____ Career Connections Final Report
____ Training Manual: Job Search Techniques for People with Disabilities
____ Project LEEDS Manual: Disability and Leadership Curriculum
____ Annotated Bibliography: 1995 edition [$5.00]

Mail/Fax your order with check or purchase order to (checks preferred):

Career Connections, Disability Services
University of Minnesota
12 Johnston Hall, 101 Pleasant St. S.E.
Minneapolis, MN 55455
Fax: (612) 626-9654

Note: If you use a purchase order, be sure to make very clear to whom the material is to be sent.

**These materials are also available on-line. Select Careers On-Line at gopher.disserv.stu.umn.edu or World Wide Web at http://www.disserv.stu.umn.edu/TC/Grants/Col/*

Note: These materials are available in alternative media. To request Braille, large print, disk, or tape, contact the project office (612) 626-9658 (V); (612) 626-9649 (TTY); or e-mail: careers@disserv.stu.umn.edu

UNIVERSITY OF MINNESOTA
CAREER CONNECTIONS, DISABILITY SERVICES

STUDENT PROGRAMS PACKET

Permission is granted for noncommercial reproduction of this material with the following acknowledgment: Developed by Career Connections, funded by the U.S. Department of Education, OSERS, and the University of Minnesota-Office of the Vice President for Student Affairs and Disability Services. For more information, contact Donna Johnson, Career Services Coordinator at (612) 626-8035.

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UNIVERSITY OF MINNESOTA

Disability Services

CAREER CONNECTIONS
CAREER DEVELOPMENT FOR STUDENTS WITH DISABILITIES
THREE-COURSE SEQUENCE

Purpose:
The main goal of the Career Development for Students with Disabilities course sequence is to further individualize, specify, and adapt the career planning, job seeking skills, and work experience process to the education, vocational, personal and social needs of individuals with disabilities.

Participants:
The course is offered by the College of Liberal Arts Learning and Academic Skills department through Extension as well as day school and is therefore open to University students and the general public.

Course Opportunities:

Career Planning

In this course, students discover their interests, values, needs and learning style as they relate to occupational choices. Decision-making strategies to identify possible career options and how to set realistic goals are also discussed.

Job Seeking Skills

This course focuses on implementing career decisions by developing skills necessary to conduct a productive job search, write resumes and cover letters, fill out job application forms, and interview effectively. Additional topics include legal requirements, disclosure issues, and workplace accommodations.

Internship Experience

This course involves paid or volunteer internships combined with an on campus seminar. The student gains the actual work experience that employers are looking for to give an edge on future employability.

UNIVERSITY OF MINNESOTA

Disability Services

CAREER CONNECTIONS
CAREER COUNSELING AND ASSESSMENT

Purpose:
The main goal of the Career Connections Counseling and Assessment Program is to help students with disabilities identify their skills, abilities, interests and values as they relate to the world of work. Many times students feel comfortable with choosing an academic major without giving much thought to how that major translates to a career. Career Connections can help students identify appropriate career choices through additional counseling and assessment.

Participants:
Career Connections students must have a documented disability, be registered with Disability Services and be seeking a degree at the University of Minnesota. Individuals who have graduated, but were previously involved with Disability Services, are also eligible.

The Career Counseling Process:

Step One: Initial Interview and Assessment
Career Connections staff work with students to clarify career concerns and to explain the boundaries of counseling within the Career Connections project. The **Career Development Inventory** and the **Career Decision Scale** are used to help determine student needs in the career development process.

Step Two: Gaining Self-Understanding
Once students begin exploring their strengths and limitations, they may require more self-knowledge. In order to enhance self-understanding, Career Connections uses the **Campbell Skill and Interest Survey, Strong Interest Inventory** and the **Self-Directed Search** to help students identify interests. The **Myers-Briggs Type Indicator** and **Minnesota Importance Questionnaire** are used to clarify personal preferences and a variety of exercises are used to identify transferrable skills, personal values and work values. Students who wish to have more information on their abilities are referred to University Counseling Services or the Division of Rehabilitation Services. Counselor and student work together to integrate assessment information and generate career possibilities.

Step Three: Career Exploration
Students choose occupations to explore further by using computerized career information systems, Dictionary of Occupational Titles, Occupational Outlook Handbook, other published sources and through informational interviewing and job shadowing.

Step Four: Decision Making

After the student has gathered career information, the counselor and student work toward a course of action. The decision-making process includes weighing the pros and cons of each alternative, considering the desirability of each option, identifying possible accommodations/modifications and determining potential for success. The student also develops contingency plans during this step.

Step Five: Action Planning

Once a decision has been made, the counselor and student work to implement the plan and to identify any barriers which may prevent the plan from being implemented.

Disability Issues:

Throughout the process, counseling techniques and career assessments used are programmatically accessible. Information on disclosure options, accommodations and legal rights are integrated in the counseling process.

Rewards:

Participating in the Career Connections Counseling and Assessment Program offers students the opportunity to be proactive in their career development. Understanding strengths and exploring options which utilize these strengths is the first step to realizing career satisfaction.

UNIVERSITY OF MINNESOTA

Disability Services

CAREER CONNECTIONS
INFORMATIONAL INTERVIEWING AND JOB SHADOWING

Purpose:
Career Connections Informational Interviewing and Job Shadowing are two ways for students to learn about the variety of careers and industries within the Twin Cities area and how the skills they attained in college may transfer to specific job titles. Both Informational Interviewing and Job Shadowing provide students with a chance to learn more about what others have done to become successful in their professional careers and how they may take similar steps to reach their career goals.

In an Informational Interview, the student seeks *information* about a job or occupation rather than *employment*. This is a way for the student to learn about a particular job or occupation by talking to people employed in that job or field. The student has the chance to practice interviewing skills in a low-risk, non-threatening situation, to obtain answers to specific questions from someone with an insider's view of the field and the working environment, and to meet contacts who may provide the student with future job leads.

In Job Shadowing, the student seeks information about a job or occupation through observing ("shadowing") the individual employed in that particular job or occupation. The student gets a first-hand experience of the "day-to-day" aspects of the occupation by sitting in on a portion of the work day in the actual work environment.

The Students:
Career Connections students must have a documented disability, be registered with Disability Services and be seeking a degree at the University of Minnesota. Individuals who have graduated, but were previously involved with Disability Services, are also eligible.

Your Commitment:
For Informational Interviews: Provide a student with 30 to 60 minutes of your time to come to your place of employment. The student will ask questions and talk with you about your career. **For Job Shadowing:** Provide a student with half a day (or more) of your time in your place of employment. The student will sit in on some portion of your day and observe the actual work setting, asking questions and learning about the actual work environment.

UNIVERSITY OF MINNESOTA

Disability Services

CAREER CONNECTIONS MENTOR PROGRAM

Purpose:
The main goal of the Career Connections Mentoring Program is to match a student with a professional who is currently involved or employed in a related area of interest. (If a student is interested in a mentor with a disablity, and attempt will be made to locate an appropriate individual.) The student and mentor will meet a minimum of once a month during the academic year (November through April). This requires a commitment of meeting with the student at least six times during the year. Mentors and students may choose to extend the length of the mentorship. Meetings will be held on campus, at the mentor's worksite, or at a mutually convenient site.

The Students:
Career Connections students must have a documented disability, be registered with Disability Services and be seeking a degree at the University of Minnesota. Individuals who have graduated, but were previously involved with Disability Services.

Roles and Responsibilities:

For Mentors:

1. Respect the student's schedules. Besides attending classes, many students hold demanding jobs. Let your student know early whether you will be late or need to reschedule.
2. Remember, the mentoring relationship is not that of teacher and student, but a chance to talk candidly and to exchange ideas.
3. Respect confidences.

For Students:

1. Remember that the mentoring program is not an internship or a way to find a job in the mentor's place of employment.
2. You'll be most likely to draw helpful insight from your mentor if you bring good questions and healthy curiosity to the program. Questions about job seeking, networking, job keeping strategies and office politics may be topics for lively conversation.
3. Respect your mentor's time and job pressures. If you cannot make a scheduled appointment, you should call

your mentor in advance.

4. The mentoring relationship is two-way. Mentors typically are interested in learning about the views, values and experiences of students. The more open and honest you are, the more likely your mentor will respond in kind.
5. Respect confidences.

Some mentoring partnerships work better than others. Those that are not working well can be changed if you let us know early enough. We'll also ask for your evaluation following the program.

Establishing a Mentoring Relationship
Training will be provided to mentors and students in which we will further discuss roles and expectations as well as disability issues. We will also conduct an ice breaker at the training which will help mentors/students get to know each other better.

Resources for the Mentor
We will provide a list of disability-related resources for the mentors to enhance their knowledge of disabilities.

UNIVERSITY OF MINNESOTA

Disability Services

CAREER CONNECTIONS INTERNSHIP PROGRAM

Purpose:
The main goal of the Career Connections Internship Program is to provide the necessary tools to help students with disabilities identify potential internship sites. This process includes identifying strengths, writing resumes, contacting organizations and communicating abilities. In most cases, students will have completed the necessary career exploration activities, such as informational interviewing and skill assessment in order to identify appropriate sites.

Roles and Responsibilities:
Internship development is a joint process between students and Career Connections staff. The amount of assistance students receive from Career Connections in developing an internship site depends on the amount of work students put into it.

As a matterof practice, Career Connections will always explore opportunities through the student's deparment first. Many university programs do not provide potential internship site listings for students. In these cases, Career Connections staff will assist students in developing leads through networking and cold calling.

Students are expected to contact employers on their own behalf as well as follow up with leads provided by Career Connections staff. Students must keep a journal of contacts and communicate their progress with Career Connections staff by phone or in person every two weeks. If students do not follow through, Career Connections will discontinue assistance in identifying internship sites until the student resumes initiating contact.

UNIVERSITY OF MINNESOTA

Disability Services

CAREER CONNECTIONS
JOB SEARCH ASSISTANCE PROGRAM

Purpose:
The main goal of the Career Connections Job Search Assistance Program is to provide the necessary tools to help people with disabilities locate jobs. This process includes identifying skills and what the market demands, writing resumes, networking, cold calling and interviewing. In most cases, job seekers will have completed the necesssary career exploration activities, such as informational interviewing and skill assessment in order to identify appropriate jobs.

Participants:
Career Connections participants must have a documented disability, be registered with Disability Services and seeking a degree at the University of Minnesota. Individuals who have graduated, but were previously involved in Disability Services are also eligible.

Roles and Responsibilities:
Job development is a joint process between job seeker and Career Connections staff. The amount of assistance the job seeker receives from Career Connections in locating employment depends on the amount of work the job seeker puts into it.

As a matter of practice, Career Connections will utilize existing university and community resources first. Since many job seekers may need to use nontraditional job search methods, Career Connections will work collaboratively with job seekers to identify options in the hidden job market. Techniques include networking, research and cold calling.

Job seekers must keep a journal of contacts and communicate their progress with Career Connections staff by phone or in person every two weeks. If participants do not follow through, Career Connections will discontinue assistance in locating employment.

THE MENTORING EXPERIENCE

A manual for training
- Mentors
- Students/mentees

Text: Donna Johnson
Production and design: Liz Malherek

CAREER CONNECTIONS
DISABILITY SERVICES
UNIVERSITY OF MINNESOTA

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PUTTING ABILITY TO WORK: DISABILITY, CAREER DEVELOPMENT AND EMPLOYMENT

A manual for training

- Campus professionals
- Community employers
- Human resource professionals
- University students

Donna Johnson, Betty Aune, Susan Aase and Joyce Anis
Production and design: Liz Malherek

CAREER CONNECTIONS
DISABILITY SERVICES

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"PUTTING ABILITY TO WORK"

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No handouts

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Career Connections

HIGHLIGHTS

252 Nicholson Hall • University Of Minnesota • Tel. 612/624-6884
No.3 • Vol.I • Apr.'92

"Meet Your Mentor"

Mentor / Student Training will be from 4:30 to 6:30 p.m. Tuesday, April 7 in the Dale Shepard Room of Campus Club, Coffman Union for all students who chose mentoring as part of their Career Connections plan.

This training will give everyone an opportunity to meet their mentor, as well as give students and mentors more information on their roles and responsibilities. Attendance is mandatory if students wish to be part of the mentoring program. Any questions, call Donna Johnson at 626-8035 or 624-6884.

"Can I Actually Get Paid For Doing The Work I Love?"

If you love helping people and finding ways to improve the world we live in, but are not sure how what you're learning in school transfers to the "real world", join us Tuesday, April 14 in the Dale Shepard Room of the Campus Club, Coffman Union. This session will be held from 4:00 to 5:00 p.m.

Brad Melby of IDS will tell us how his speech communications major prepared him to become a financial planner for IDS. Nathan Williams will share how he went from the military to being a case manager for Re-Entry West, a halfway house for individuals on parole, and Marty Hawk, Northwest Human Service Council, will discuss how to take a project from start up to success.

To reserve a space, please call Donna Johnson at 624-6884. Space is limited. Appetizers and snacks will be served.

Career Connections Calendar

Meet Your Mentor
April 7, 1992
4:30 - 6:30 pm

Can I Actually Get Paid For Doing The Work I Love?
4:00 - 5:00 pm
April 14, 1992

Project With Industry
(Individual Appointments)
April 15, 1992

What Do I Need To Get Into Graduate School?
4:00 - 5:00 pm
April 30, 1992

How Can I Prepare Myself For The Job Market Without A Lot of Money?
4:00 - 5:00 pm
May 5, 1992

Be sure to check with your college Career Center for more career-related activities.

" What Do I Need To Get Into Graduate School? "

Dennis Clayton, Assistant to the Dean, Office of Equal Opportunity in Graduate Study will share information on the difference between graduate and undergraduate studies and how both processes work. He will also discuss financial aid, application components and department-specific issues. The meeting will be held from 4:00 to 5:00 p.m. Thursday, April 30 in B-33 Johnston Hall.

To reserve a space, call Donna Johnson at 626-8035 or 624-6884.

"How Can I Prepare Myself For The Job Market Without A Lot Of Money?"

Learn more about the many low cost/no cost resources available to help you get the job you want. Representatives from Minnesota Job Service Jobs Training and Partnership Act (JTPA) and Goodwill Easter Seals will provide information on how to tap into these resources.

Mark your calendar now! Tuesday, May 5, from 4:00 to 5:00 pm in B-33 Johnston Hall.

"Senior PANIC Got A Hold On _YOU_?"

Why not contact Amy Fafinski of Multi Resource Center's Project with Industry. She will be on campus April 15 to help you with job seeking and interviewing skills as well as resume writing. Projects With Industry works with more than 300 employers, why not take advantage of this service? To schedule an appointment, call 624-4037.

Jenny Kron of Human Resources Development Institute is also available to assist in individual job development. For more information, call Donna Johnson at 626-8035 or 624-6884.

Career Connections

HIGHLIGHTS

252 Nicholson Hall • University Of Minnesota • Tel. 612/624-6884
No.4 • Vol.I •May'92

"What Do I Need To Get Into Graduate School?"

Dennis Clayton, Assistant to the Dean, Office of Equal Opportunity in Graduate Study will share information on the difference between graduate and undergraduate studies and how both processes work. He will also discuss financial aid, application components and department-specific issues. The meeting will be held from 4:00 to 5:00 p.m. Thursday, April 30 in B-33 Johnston Hall.

To reserve a space, call Donna Johnson at 626-8035 or 624-6884.

"How Can I Prepare Myself For The Job Market Without A Lot Of Money?"

Learn more about the many low cost/no cost resources available to help you get the job you want. Representatives from Minnesota Job Service Jobs Training and Partnership Act (JTPA) and Goodwill Easter Seals will provide information on how to tap into these resources.

Mark your calendar now! Tuesday, May 5, from 4:00 to 5:00 pm in B-33 Johnston Hall.

"Senior PANIC Got A Hold On YOU?"

Why not contact Amy Fafinski of Multi Resource Center's Project with Industry. She will be on campus May 20 to help you with job seeking and interviewing skills as well as resume writing. Projects With Industry works with more than 300 employers, why not take advantage of this service? To schedule an appointment, call 624-4037.

Jenny Kron of Human Resources Development Institute is also available to assist in individual job development. For more information, call Donna Johnson at 626-8035 or 624-6884.

Career Connections Calendar

Disabled Student Cultural Center Meeting
B-33 Johnston Hall
12:00-1:30 pm
April 17, 1992

What Do I Need To Get Into Graduate School?
4:00 - 5:00 pm
April 30, 1992

How Can I Prepare Myself For The Job Market Without A Lot of Money?
4:00 - 5:00 pm
May 5, 1992

Project With Industry
(Individual Appointments)
May 20, 1992

Career Access For Students with Disabilities in Science and Engineering
8:30 am to 3:30 pm
May 8, 1992

Be sure to check with your college Career Center for more career-related activities.

Thinking of a Career in Science or Engineering?

If a career in science and engineering is more than a passing fancy, you may want to attend a special one-day workshop entitled, "Career Access For Students with Disabilities in Science and Engineering". The workshop will study the issues faced by students with disabilities, identify barriers to access career opportunities and develop strategies to overcome them. The workshop will be held at Honeywell Plaza, May 8 from 8:30 a.m. to 3:30 p.m. For more information, contact Donna Johnson at 626-8035 or 624-6884.

"How Can I Get a Job Without Experience... How Can I Get Experience Without a Job?"

It seems like Catch-22 for many students, and this phrase may be all too familiar... To help students avoid this situation, 3M has developed a Business and Education Laboratory. The program allows students to gain practical business experience in the areas of marketing/sales, quality, customer service and manufacturing. Students take projects from the research phase to development.

All programs are driven by the University of Minnesota with assistance from 3M. Site supervisors work in conjunction with U of M faculty to ensure that theory learned in the classroom can be put into practice at the Business and Education Laboratory.

For more information on how you can earn valuable experience while still in school, contact Donna Johnson at 626-8035 or 624-6884.

"ADA Conference"

Americans with Disabilities: An Introduction to an Emerging People is a three-day conference designed to celebrate the Americans with Disabilities Act. The conference will be held May 11, 12 and 13 at various locations throughout the University of Minnesota. Registration is free. The fee for lunch is $3.00 for students. For more information, contact Darla Carlson at 626-7846.

Career Connections

HIGHLIGHTS

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No.5 • Vol.I • Sept. '92

"Can't Get a Job Without Experience. . . Can't Get Experience Without a Job"

To find out how you can avoid this Catch-22, come to the Career Connections presentation on developing internships. Sheryl Olsen, Assistant Director of the Office for Special Learning Opportunities will offer information on how to locate an internship, as well as tips on how to market your skills.

This presentation will be from 4:00-5:00, Tuesday, October 6 in the President's Room, Coffman Memorial Union (Third Floor). If you plan on attending this session, please call Donna Johnson at 626-8035. Space is limited. Hope to see you there.

Mentor/Student Training Set for October 20

If you've signed up for the Career Connections Mentoring Program, plan to meet your mentor October 20 from 4:30-7:00 in the West Wing of Campus Club, Fourth Floor, Coffman Memorial Union. A light buffet supper will be served.

This session will give you an opportunity to get to know your mentor, practice communication and problem-solving skills and set goals with your mentor. **In order to participate in the Career Connections Mentoring Program, you must attend this session.** Any questions, please call Donna Johnson at 626-8035.

"Plan on Working in Social Services, but Don't Plan on Pursuing a Masters?"

Jenny Peterson, Volunteer Coordinator at Courage Center and John Bielinski, Health Science Specialist at the Veteran Administration Center, will discuss what skills they've learned in college and how they use these skills to help others.

This forum will be from 4:00-5:00, Tuesday, Nov. 3 in 307-308 Coffman Memorial Union (Third Floor). Please call Donna Johnson at 626-8035 to reserve a space. Refreshments will be served.

Career Connections Calendar

Internship Grant Application
Deadline - Sept. 28

• •

"Can't Get a Job Without Experience, Can't Get Experience Without a Job"
4:00-5:00 p.m.
October 6, 1992

• •

Job Success Fair
11:00-4:00 p.m.
October 19, 1992

• •

Mentor/Student Training
4:30-7:00 p.m.
October 20, 1992

• •

Be sure to check with your college Career Center for more career-related activities.

CLA Career Development Office Activities

WHAT CAN I DO WITH A MAJOR IN. . .

Graduates, a departmental representative, and a career counselor will discuss career options associated with the major and a liberal arts degree. Co-sponsored with the following departments:

Psychology	Monday, October 19	(Tentative)	
Sociology	Wed., Nov. 11	2:00-3:30	235 Blegen Hall

CAREERS IN BUSINESS FOR LIBERAL ARTS MAJORS

This 2 hour workshop explores the advantages of a liberal arts background in pursuing a career in business. Tips on marketing a liberal arts degree and suggestions for useful coursework will be given. Liberal arts students considering a business career will learn about likely employers and job titles for liberal arts graduates. Programs will be held in 101 Fraser Hall.

Wed., Oct. 14 1:30-3:30 Tues., Oct. 27 1:00-3:00

INTERVIEWING TIPS FROM THE EXPERTS PANEL

A special program to help individuals prepare for interviews. Company representatives who interview on campus, both professional human resources personnel and managers, will discuss what they look for in a candidate at an interview.

Mon., Oct. 12 1:30-3:30 102 Fraser Hall

"Need Help Choosing a Major?"

The College of Liberal Arts (CLA) sponsors workshops for Premajor CLA students where they can work with each other to find majors they will enjoy. Stop by B-18 Johnston to pick up a schedule and discuss which workshop will best meet your needs.

"Getting Financial Support While Holding an Unpaid Internship"

If you are interested in an internship but cannot afford to accept one that is unpaid, the Office for Special Learning Opportunities (OSLO) in the College of Liberal Arts may be able to help. OSLO offers a one-quarter nonrenewable grant of $800 to CLA undergrads at the sophomore level or above involved in unpaid internships.

Fall quarter grant application deadline is September 28. Pick up applications at OLSO, 220 Johnston Hall or for more information call OSLO at 624-7577.

Lunch 'N Learn

Disclosing your Disability to an Employer

Learn more about the options available when disclosing your disability to an employer. Donna Johnson and Anne Heisenfelt will answer questions on how to present your disability as a strength rather than a limitation and provide disclosure options. Bring a bag lunch and be prepared to ask questions. The first meeting will be Wednesday, October 14, from 12:15-12:45 in Room 251 of Nicholson Hall. Please call us at 626-8035 if you plan on attending.

Job Success Fair

Scheduled for October 19, 1992

The seventh annual Job Success Fair—Exploring Your Options for people with disabilities will be held at the Marriott Hotel, Bloomington, MN. The Fair provides an opportunity to learn about job requirements, meet potential employers, obtain information about job placement and training services, community resources, and the Americans with Disabilities Act. The event is free, sponsored by the City of Bloomington, Office of Special Services and the Marriott Hotel-Bloomington. Contact: Nancy Schuett, 612/881-5811, ext. 409 (voice); 612/887-9677 (TDD).

Yes,
Career Connections
Services are offered to
students who have
graduated.

Job Fair

The College of Liberal Arts Job Fair will be held in February. In order to help prepare students in marketing their skills, the College of Liberal Arts Career Development Office and Disability Services/Career Connections are co-sponsoring resume writing, interviewing skills and orientations which will help students learn how to use research and networking in their job search strategies.

For more information on why students need to prepare for this year's Job Fair, call Donna Johnson at 626-8035.

What's Offered at Learning & Academic Skills Center?

Fall Quarter 1992 Workshops

Managing Your Time

Design a schedule that gives you enough time to understand course material and still have fun.

Mon., Oct. 5, 2:30-3:20 p.m.

Setting and Achieving Study Goals

Find out about goal-setting skills that can increase your motivation and achievement. Interested participants may join this on-going group at any time.

Wednesdays, October 7-November 11, 12:20-1:10 p.m.

Perfectionism: A Barrier To Progress?

Explore the impact of perfectionistic thinking on achieving your academic goals.

Mondays, October 12-26, 1:30-2:20 p.m.

Putting Power In Your Studies

Explore the psychology of student success.

Tuesdays, Oct. 13-Nov. 17, 12:30-1:20 p.m.

Student Trainers Needed for Career Connections Workshops

Career Connections conducts workshops on disability-related issues to campus staff and community employers. We are seeking students who would be willing to co-facilitate two to four workshops with us this year. We have developed materials for the workshops and will provide training to the students. Students will be paid a small stipend for each workshop. If you are interested, contact Betty Aune, project director of Career Connections, at 624-6884. She will give you more information and application instructions. **Application deadline is Friday, October 9.**

"Need Placement Assistance?"

Amy Fafinski of Multi-Resource Center's Projects With Industry is available to help students with direct placement, job seeking skills and resume writing. Multi-Resource Center works with more than 300 employers in the Twin Cities area. Take advantage of this great opportunity! For more information, call Donna Johnson at 626-8035.

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Career Connections Highlights

252 Nicholson Hall • University of Minnesota • Tel. 612/624-6884
No. 4 • Vol. 1 • October 1993

Career Connections (CC) Seeks Student Trainers and Consultants

Career Connections plans to hire student trainers and consultants to assist with project activities. Trainers co-facilitate workshops with CC staff; presenting to groups of campus staff and community employers. Time commitment is variable. Consultants brainstorm with staff about ways to make CC events accessible and interesting to students, and they promote CC activities by providing information to student groups. Time commitment is 10-20 hours per quarter. Trainers are paid a stipend for each workshop and consultants are paid a stipend for each quarter. If you are interested, contact Joyce Anis at 625-7578 for further information.

Services to Students

If you signed up for Career Connections but haven't participated for a while, you are still eligible for services. We are available to assist you with career planning, information interviewing, job shadowing, internship development, job seeking skills, training, and resume writing. To schedule a meeting, contact Donna Johnson at 626-8035.

Need Help Finding a Job?

Resource Inc./Project With Industry is available to provide placement assistance to University of Minnesota students with disabilities. Project With Industry provides: a free job service to match candidates with employers; job development assistance; support through a job club and resume writing assistance. To arrange an appointment or for more information, contact Donna Johnson at 626-8035.

Job Success Fair Scheduled for November 22, 1993

The eigth annual Job Success Fair - Exploring Your Options for people with disabilities will be held on Monday, Nov. 22 from 12:00-4:00 p.m. at Marriott Hotel, Bloomington, MN. The fair provides an opportunity to learn about job requirements, meet potential employers, obtain information about job placement and training services, and community resources. The event is free, sponsored by the City of Bloomington's Disability Services and the Marriott Hotel - Bloomington. Sign language interpreters will be available. For more information, contact Nancy Schuett (612) 887-9604, ext. 409 (voice); (612) 887-9677 (TDD).

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Career Connections Internship Program

If you would like assistance in developing an internship site for winter quarter, Career Connections Internship Program will begin Monday, Nov. 8 from 3:00-4:30 in 252 Nicholson Hall. Students will meet with Career Connections staff for three consecutive Mondays to identify skills, develop goals, discuss disclosure and accommodations, and identify potential intership sites. For more information or to sign up for this program, please call Donna Johnson at 626-8035.

Internships

Capital City Internships

The Capital City Internship Program is an internship program offering students the opportunity to gain valuable work experience with the local government of the City of St. Paul. Some of the interships include: Clerical; Computer Graphics; finance, public policy; marketing; library.

To be qualified, students must be registered at least half-time at a post-secondary institution and must agree to intern for a minimum of 10 weeks. For more information, call Donna at 626-8035.

U of M Research Explorations

If you are looking for more opportunities to gain research experience, you may want to explore Research Exploration (REX). This program allows students to become a member of a faculty research team for a special project.

Research projects range from field work to lab, clinical, studio and field work conducted on campus and throughout Minnesota.

For more information, call the REX director at 625-6361 or 626-0214 for more information.

Engineering Co-op Programs

If you are an Engineering student, you may be interested in the Co-Op Programs sponsored by the Engineering department. The principle objective of the program is to provide industrial experience during the last two years of students' academic careers. Students take courses one quarter and work at the co-op site in alternating quarters. For more information contact Lori Gardner, Mechanical Engineering Co-Op Program at 625-5326 or Ann Flynn, Electrical Engineering Co-Op Programs 624-4365.

Institute of Technology Placement Office

Institute of Technology Placement Office is in the process of recruiting for on-campus interviews. Some of the companies recruiting this year include: Koch Industries Incorporated, Lawrence Livermore Laboratories, Motorola Incorporated, IBM and Westinghouse Electric Corporation. If you have not signed up yet, contact the Placement Office at 624-4090 to see when the next sign up deadline is.

Disabled Student Cultural Center Disability Awareness Month events

Art Show - Featuring Artists with Disabilities
October 6-29
Coffman Memorial Union
Gallery (Third Floor)

Hidden Disabilities
Panel Discussion
Wed., Oct 20 12:00 Noon
Mississippi Room
Coffman Memorial Union

Deaf Culture
A Discussion and Brown Bag Lunch
Wed., Oct. 27 12:00 Noon
DSCC
235 Coffman Union

Career Planning/Placement Office Events

College of Liberal Arts/Career Development Office

On-Campus Recruiting:

- Cargill
- Cigna
- Edina Realty
- Equitable Life of Iowa
- Franklin Life Insurance
- Hayne, Miller and Farni
- IDS Financial Services
- Macy's West
- Northwestern Mutual
- State Farm Insurance
- Urban Outfitters
- Walt Disney World

Priority sign-up dates: October 6 and 7 Winter, Spring, Summer and Fall grads and alumni are eligible.

Prior approval of resume by Career Development Office staff is required.

For more information call 624-7505.

Graduate/Professional School Day:

Wednesday, October 27
10:00-3:00 p.m.
Great Hall, Coffman Memorial Union

Carlson School of Management Placement Office

On-Campus Recruiting:
Students enrolled in the Carlson School of Management may sign up for on-campus interviews. If you have not yet signed up additions to the list will be due Oct. 13. Oct. 18 is the first day of interviews. Some of the companies interviewing this year include: 3M, Cargill, Dayton's, General Mills, Pillsbury and Honeywell.

If you are interested in on-campus interviewing, you must be a CSOM student, register with the CSI Placement Office, submit 40 copies of your resume, and be graduating Fall '93, Winter, Spring or Summer of '94.

Undergraduate CSOM Career Fair:
Thursday, October 14
9:30-3:00 Humphrey Atrium
20-30 companies will be available to provide information on their organizations.

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Career Connections

Office for Students with Disabilities May 1992 University of Minnesota

Project Explores Options for Students with Disabilities

In the fall of 1991, the University of Minnesota's Office for Students with Disabilities (OSD) was awarded a research/demonstration grant from the U.S. Department of Education, OSERS. The University's Office of the Vice President for Student Affairs has provided matching funds for the project and University's General College assisted in the development of the proposal. The project, Career Connections, calls for the development, evaluation, and dissemination of a model program to facilitate placement of postsecondary students with disabilities.

The basic premise of the three-year project is that by better tapping into existing services and by developing effective networks, students will enhance their employment opportunities. Equally important is the idea that campus faculty and staff and community employers need training and consultation on issues related to disability and career.

As part of the project, Career Connections staff will disseminate its findings in professional journals, conferences, and through an annual newsletter. This newsletter will summarize highlights of the first year, share plans for the coming year, and announce materials which will be available through the project. We invite your comments and questions.

For further information, write to Elizabeth Aune, Project Director, Office for Students with Disabilities, 16 Johnston Hall, 101 Pleasant St. SE, University of Minnesota, Minneapolis, MN 55455, or call (612) 624-6884.

51 Students Enroll in Program

Career Connections' student activities are off to a rousing start with 51 students enrolled in the program. In order to participate, students must be seeking a degree at the University of Minnesota, have a documented disability, and have a goal to obtain employment after graduation.

Approximately half of our students are seniors who expect to graduate this June. All disability groups served by the Office for Students with Disabilities (OSD) are represented.

We began student activities in November, by administering career assessments and developing program plans.

Employer forums were next on the agenda. The first topic was "How to Stand Out in the Job Market" followed by "Disability in the Workplace" and "Can I Actually Get Paid for Doing the Work I Love?" The Mentoring Program began in April, with eleven pairs of students and mentors from the community representing diverse career areas. Follow-up sessions were conducted for students and mentors in April and May in which participants had an opportunity to celebrate successes, brainstorm ideas and solve problems.

In addition to these activities , some

Continued on page 4...

The goal of Career Connections is to EMPOWER...

Students

...with disabilities to access career opportunities

University Faculty & Staff

...to effectively advise, counsel and place disabled students

Employers

...to tap the under-utilized resource of individuals with disabilities

Career Challenges Addressed in Courses

"Respect", "give and take", "affirmation of what I always knew about myself, yet applying this in new directions" - these are all comments made by students to describe their experience in a creative three-quarter course sequence entitled "Career Development for Students with Disabilities." The Office for Students with Disabilities has designed this course sequence to address the unique challenges of job seekers with disabilities.

Students participate in a variety of learning experiences which begin with an exploration into self-knowledge and the world of work, proceed through practical job seeking skills, and culminate in an internship experience. Individualized attention is given to personal concerns through confidential responses to weekly journal entries about their career exploration.

Career Planning is the first course. Students identify interests, skills, values, needs and learning styles. Respect and realistic goal setting are emphasized. Decision-making strategies are reviewed and an introduction to the world of work is given through a preliminary job search and an informational interview.

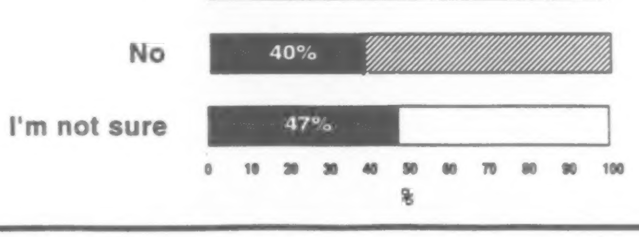
The second course, Job Seeking Skills, builds on the insights and information gained in the first course. More informational interviews are conducted. Assignments include the writing of a resume and cover letter, a video-taped dress rehearsal of a job interview, and research into an internship experience in a field of interest. The rights of people with disabilities in the hiring process are emphasized in light of the Americans with Disabilities Act.

The culmination is an internship experience, either paid or volunteer. A variety of work experiences are available to students in private, public and government sectors. This type of on-the-job training increases employability and helps to develop job-keeping skills. It also affords a pragmatic indication of job fit, allowing for confirmation or redirection of career selection.

Students have reported that the classes have helped them become more aware of what they have to offer an employer. "These courses have been invaluable. I have learned so much about myself, and have gained a sense of confidence in my abilities." "I didn't know I had so many skills! I understand more clearly my options for employment and how to actually get a job that uses my skills and matches my values."

Survey Indicates Students Need More Legal Information

One of the objectives of Career Connections is to assess how much students with disabilities know about their rights as a person with a disability in an employment setting. Students completed an informal survey upon entrance into the program. Although 47 percent of the students surveyed had told previous employers they had a disability, 70 percent of the students said they had never asked for an accommodation on the job. Thirty-seven percent were not sure whether an employer can ask on the application form if the candidate has a disability. The graph below illustrates that 47 percent were not sure whether an employer can ask in an interview if the candidate has a disability.



Training Conducted on Disability Issues

The Career Connections staff believes that it is just as important to prepare campus staff and community employers for disabled students as it is to prepare disabled students for the workplace. To put this idea into practice, we have targeted career development and placement counselors, advisers, internship coordinators, student employment, campus personnel, and numerous other programs for training and consultation on career and disability.

Our strategy has been to conduct informational interviews with these offices, offer overview workshops, provide follow-up workshops and departmental site visits, and be available for phone consultation. Our overview workshop includes information about: Americans with Disabilities Act (ADA), disability conditions, career counseling, accommodations in the workplace, and campus and community resources.

More than 120 people have attended the overview workshops and many of them have requested follow-up visits to their individual departments. These visits are customized to the needs of the particular department. For example, we have conducted an accessibility audit of an internship program, provided information on technological accommodations for the workplace, and discussed career issues specific to international students with disabilities.

This spring Career Connections co-sponsored a three-day conference entitled "Americans with Disabilities: An Emerging People." The first day focused on the ADA. The second and third days focused on disability and culture. Over 200 people attended.

We have been developing a network of employers in anticipation of our efforts to reach the business community for training and consultation next year.

Career Needs of OSD Students Being Researched

One aspect of Career Connections is to conduct research assessing the career needs of students and identifying effective interventions. We are also gathering data on the attitudes and awareness of college career development and placement personnel relating to disabilities, in order to find out how these services might be made more accessible and effective for students with disabilities.

Two research efforts have been identified for the project's first year. One study will define the issues related to careers and disabilities for college students with disabilities. The study will focus upon the needs and concerns of students and staff with regard to career development. Issues will be identified and suggestions will be made not only for the improvement of career services to college students with disabilities, but also for the establishment of training and consultation services for college faculty and staff.

The second research study will concentrate on the relationship between three standardized instruments and their applicability to the career development process of students with disabilities. The Career Development Inventory, the Career Decisions Scale, and the Coopersmith Self-Esteem Inventory have been used by the Career Connections staff as tools in the assessment of students' career readiness and self-awareness. The study will judge the efficacy of the three instruments and will suggest possible applications of the instruments for other professionals working with this population.

If you are interested in obtaining copies of the working papers (available in the fall), contact our office.

Bibliography and Manual Available Soon

Career Connections will be publishing an up-to-date annotated bibliography on career-related issues for postsecondary students with disabilities. This bibliography will be available after May 31 for dissemination and will be submitted to ERIC.

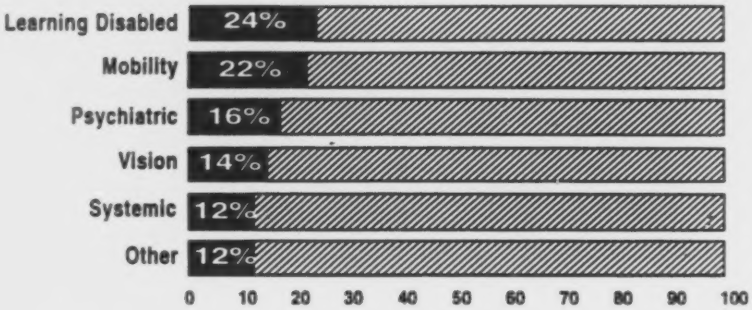
Career Connections will also be developing a training manual which will be ready for field testing by next fall. The training manual will include presentation notes, simulation activities, and visuals for use with career-related campus staff and community employers. There will also be a section on training mentors, which includes presentation notes, visuals, and interactive activities.

If you are interested in field testing the manual or obtaining a copy of the bibliography, contact our office at (612) 624-6884 or write to Elizabeth Aune, Office for Students with Disabilities, 16 Johnston Hall, 101 Pleasant St. SE, Minneapolis, MN 55455.

"Students" continued from page 1...

students have expressed a need for career counseling. Some of the issues on which counseling sessions are focused include self-awareness, self-esteem and decision-making skills. We have administered interest inventories, values clarification exercises, personality inventories, and transferable skills analyses to enhance students' self-knowledge, as well as arranged for informational interviews and set up job shadowing sites to enhance students' occupational knowledge.

Who Are Our Students?



UNIVERSITY OF MINNESOTA

If you are interested in any of our materials, please complete this form:

Name: ______________________________

Address: ______________________________

____

____

Phone Number: ______________________________

☐ Annotated Bibliography
($4.00 for printing & postage payable to Office for Students with Disabilities)

☐ Training Manual
(Available only to sites meeting criteria for field testing. We will contact you regarding criteria for field-test site.)

☐ I would like more information on Career Connections (specify ______________)

☐ Working papers on research studies

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Office for Students with Disabilities
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Career Connections

Disability Services | Winter/Spring 1993 | University of Minnesota

When career counseling students with disabilities,

Focus on Abilities, Interests and Skills

As a growing number of students with disabilities enter institutions of higher education, career counselors may find themselves uncertain about how to deal with disability as it relates to career planning.

When working with people with disabilities, don't assume that people with the same disability have the same concerns. If you have questions about how the disability affects the individual, ask. People with disabilities generally know what accommodations have worked in the past and what modifications will need to be made.

Students with disabilities need to know their legal rights. It is up to the student whether the disability is disclosed. But under the Americans with Disabilities Act (ADA), employers have to provide accommodations only for disabilities which are disclosed. Although it is illegal for employers to ask if a candidate has a disability, at times, it may be to the candidate's advantage to disclose the disability. For example, if the candidate has a visible disability, it can be helpful to discuss how they have completed tasks and what accommodations they have used in previous jobs or in school. Candidates with invisible disabilities may consider disclosing after a job offer has been made.

The goal of Career Connections is to EMPOWER...

Students

...with disabilities to access career opportunities

University Faculty & Staff

...to work effectively with students with disabilities

Employers

...to tap the under-utilized resource of individuals with disabilities

Students with disabilities benefit from self-assessment and career exploration techniques just as students without disabilities. Where they may differ is in their need to assess an organization's physical or programmatic accessibility. Students with disabilities may also benefit from meeting with a mentor (preferably another individual with a disability) who may share ideas about how to enter a career field and what accommodations may enhance the student's potential for success.

In resume development, assessing transferable skills, abilities and strengths is a key element. The focus should be on what individuals *can* do, not what they *can't* do. Just as including personal information is no longer appropriate, disability generally should not be disclosed on the resume.

Questions to ask about a company

1. Is the organization accessible?
2. Is there an active advisory committee on disabilities?
3. How are decisions on reasonable accommodations made?
4. Does the organization permit job sharing and flex time?
5. Does the organization provide disability awareness training for its workers?

When identifying potential employers, it is good to know what the company's history, policies, and practices are related to employing people with disabilities. This information can be obtained through the equal opportunity/affirmative action office in the company, or by asking the human resource department what kind of disability awareness training they provide. Resources to identify companies that have a positive history of employing individuals with disabilities are the journals *Careers and the disAbled*, and *People with Disabilities*.

More than 1000 Attend Training

Training is a major thrust of the Career Connections (CC) project. Since fall of 1991, staff have provided 22 workshops and presented at 14 conferences with over 1000 in attendance.

In November we presented two workshops for campus employers and student services staff. We used an experiential approach in which participants moved from station to station to observe and participate in using both low-tech and hi-tech accommodations, such as adaptive computer technology.

A workshop on learning disabilities and psychiatric disabilities in January drew 70 participants. We covered both career and academic issues related to these two invisible disabilities.

February marks our first workshop specifically for community employers, funded in part by a grant from the University Community Building Project. This workshop was for college recruiters who were attending the College of Liberal Arts (CLA) annual job fair. The CLA Career Development Office, the Martin Luther King Program, and Career Connections collaborated to place a special emphasis on diversity at this year's job fair. More than 60 employers attended the workshop entitled "Hiring a Diverse Workforce." We co-presented with staff from the Martin Luther King Program and the Office of Equal Employment Opportunity and Affirmative Action.

A workshop for the Alumni Relations staff focused on making Alumni Association events and publications accessible to people with disabilities.

Career Connections Presents at Eight Professional Conferences in '92-93:

- International Higher Education Conference, Innsbruck, Austria
- Association on Higher Education and Disability (AHEAD)
- Learning Disabilities of Minnesota (LDM)
- Minnesota Rehabilitation Association (MRA)
- Midwest College Placement Association (MCPA)
- National Association of Student Personnel Administrators (NASPA)
- Learning Disabilities Association of America (LDA)
- American College Personnel Association (ACPA)

Student Trainers Share Disability Experience

In response to workshop participant feedback, we established a student trainer program, in which students with disabilities work with staff to co-facilitate workshops. Students share information about their own disability and how they use accommodations in school or the workplace; and/or present on one of the topics in our training manual, Putting Ability to Work-Career Development and Disability

> *"The workshop expanded my appreciation of the abilities and the modest adaptation needed for people with disabilities."*
>
> *-Workshop participant*

To recruit students, an article describing opportunities for student trainers appeared in the Disability Services newsletter. Interested students were sent an application and a job description which included a description of student qualifications and benefits.

Seven students were selected as student trainers. A variety of disabilities were represented—mobility and visual impairments, head injury, and chronic systemic conditions.

Career Connections and Disability Services staff provided training sessions. Session I included a description of the workshops, expectations of student trainers, specific training guidelines, facilitating audience participation, and suggestions for disability disclosure. For Session II, students prepared a ten minute presentation which was videotaped and critiqued.

> *"The student presentations were great! Hearing about their personal experiences was very helpful."*
>
> *-Workshop participant*

Career Connections staff select student trainers for each event by considering availability, the content of the workshop, and the audience. Formal feedback through workshop evaluations, as well as informal feedback, has been overwhelmingly positive.

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Program Adapts to Meet Student Needs

Career Connections staff have struggled with how to influence students to take a more proactive approach to their career development. When we began serving students, we anticipated that the majority of the students who met our selection criteria had identified college majors and had also chosen careers. In reality, about 35 of the 76 students currently enrolled in Career Connections have not chosen a career and 10 have not chosen a major. To assist students in this process, we encouraged them to use their college career planning and placement offices. In addition, we offer a career development course sequence and provide career counseling.

Our career counseling services include the administration of personality and interest inventories and other paper and pencil inventories, such as transferable skills analyses and values clarification exercises. Throughout assessment interpretation, we discuss how the disability may affect the student and what job accommodations may be used.

In addition to individual counseling, we offer group activities. Employer forums are an opportunity for students to meet with employers representing a variety of career areas or specialties. Although the forums are well-received by those in attendance, the number of students attending each forum has been small. We are therefore considering other formats to gain greater participation. A group activity which has been very successful is the mentoring program. Twenty-two mentors and students participated in the program last year, and 40 mentors and students are participating this year. Most partnerships appear to be running smoothly.

Career Connections also offers assistance with internship development and job searches. Whenever possible, we work with agencies such as Project with Industry (PWI) or Student Employment. However, some students are not eligible for PWI services. To assist these students, we have developed job search and internship development programs, in which students attend workshops on skill identification, job search techniques and resume writing before seeking a job or an internship. Staff then assist students in locating sites and serve as site supervisors for students with internships. A key element to this program is that CC services are contingent on the student doing his or her share of the work involved in a job or internship search. For our part, we are developing a job resource book by soliciting leads and postings from local employers and by developing a database of company representatives who are interested in being involved in our program.

By providing individualized services, by constantly revising program offerings to better meet the needs of students, and by collaborating with existing services, we hope that students will begin to take charge of their career development and to understand the importance of life-long learning.

Organizations represented on CC Advisory Committee

Campus

- Office of the VP for Student Affairs
- Office of Special Learning Opportunities
- Human Resources
- Student Employment
- Career Planning and Placement Offices
  - College of Liberal Arts
  - Institute of Technology
  - Carlson School of Management
- Institute on Community Integration
- Alumni Relations
- Educational Psychology
- Career Resources Center
- Disabled Student Cultural Center

Community

- Deluxe Corporation
- Easter Seal Society
- Honeywell
- St. Paul Companies
- MN Interagency Office in Transition
- Project with Industry
- Division of Rehabilitation Services
- State Services for the Blind
- Super-Valu
- Twin Cities Personnel Association
- Minneapolis Chamber of Commerce
- Unisys
- Northern States Power
- St. Paul Chamber of Commerce
- Dow Brands
- Coca-Cola

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43 Organizations Field-Test Manual

The Career Connections (CC) training manual is being field tested by 43 colleges, universities and agencies in 20 states. CC staff will revise and expand the manual over the summer of '93 and it will be available for dissemination in fall of '93. The revised manual will include material from the workshops presented in the '92-93 school year, training sessions for student trainers, and a new section for students on job search strategies. We are also working on a video, as a companion to the training manual.

For those of you who expressed interest in our working papers, we apologize that you have not received them yet. Working papers will be available in Spring of '93 and are described on the order form insert.

The 1992 annotated bibliography is still available. We will be writing another bibliography this spring, again in collaboration with the University of Massachusetts-Amherst.

Finally, a new item we have available is a packet of information about our student services.

If you are interested in ordering any of the above material, fill out the insert order form. We will contact you when the materials are ready.

Career Connections Staff

Sue Kroeger, Principal Investigator
Betty Aune, Project Director
Donna Johnson, Career Experiences Coordinator
Susan Aase, Trainer/ Consultant
Ann Heisenfelt, Career Counseling Intern
Joyce Anis, Graduate Teaching Assistant
Liz Malherek, Secretary
Shirley Kiu, Graduate Research Assistant

Thanks to Karen Kodzik, Disability Services Counselor, who also contributed to this newsletter.

For further information about the project or to obtain the newsletter on tape, contact Betty Aune (612)624-6884.

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CAREER CONNECTIONS

Disability Services University of Minnesota Spring 1994

Careers On-Line: Employment, Disability, and Technology

One of the toughest challenges in any successful job search is getting the opportunity to interview. With an exorbitant 70% unemployment rate for people with disabilities, obtaining those critical interview opportunities can be particularly frustrating.

One initiative that addresses this unemployment issue is Careers On-Line. Careers On-Line, a collaborative project of the University of Minnesota Disability Services and Distributed Computing Services, is funded by the U.S. Department of Education-OSERS and the University of Minnesota. Careers On-Line establishes an electronic database accessed via Internet by employers, University students/graduates with disabilities, and career development professionals. The electronic network includes full-time/part-time job/internship postings and job accommodation/adaptive technology resources. This network linkage should help facilitate the employment process for all three parties.

The project will collect career-related information into a central computer and then make the information directly available to computer users as a "Gopher" server on Internet, a world-wide computer network. In addition to the information on Internet, a resume database will be established. University of Minnesota students with disabilities will submit their resumes and prospective employers will access the database when seeking candidates. Project staff will train participants in the use of Careers On-Line services and refer them to other electronic sources of information.

Students and professionals with access to Internet will be able to access the server via Gopher client software. Anyone without access to Internet may gain the same information by joining one of the participating computer networks, either locally or nationally. Students with disabilities who are proficient in use of the network will be hired to assist in training others.

1994 is the first year for the project. By the end of the final grant year in 1996, at least 150 University of Minnesota students with disabilities are expected to make up a core group of active Careers On-Line users. Additional students from the University and other institutions will be casual users of the network.

Careers On-Line Vision

Careers On-Line envisions a community linked by electronic telecommunication in which students, campus staff, and employers realize the range of career possibilities for people with disabilities, utilize disability resources and adaptive technology, and access on-line services. We envision students gaining a greater sense of control over their futures through the use of technology and we envision employers who — through electronic networks — interview, hire, and advance people with disabilities based on their individual abilities and contributions.

CC After the Grant Period

Although the OSER's-sponsored Career Connections grant will be coming to a close on August 15, 1994, the Career Connections program will still be going strong. University of Minnesota Disability Services institutionalized the Career Connections program one year early — and now it's officially part of services provided through Disability Services.

We will now serve students on an on-going basis in which intake interviews will be conducted to determine appropriateness of services. Students who access services from Career Connections may choose career planning and assessment, mentoring, and internship/job search assistance as ways to enhance their career development. These services were rated highly by students and were deemed successful by project staff. Students will no longer be required to take an initial assessment upon entrance to the program nor will they complete a program plan. These two aspects to the Career Connections program were not found to be as helpful as the other services, based on surveys and interviews of students.

The training and consultation services will also be continued through the newly formed outreach unit of Disability Services. This unit will provide workshops, on-site consultations, and technical assistance for University of Minnesota faculty and staff, local employers and community agencies.

Materials Available from Career Connections

The training manual that was field-tested last year has been revised and expanded and is now ready. Its new title is Putting Ability to Work: Disability, Career Development and Employment.

This manual can be used to train campus professionals, community employers, and human resource professionals. One section is designed to train students with disabilities on how to co-facilitate workshops.

Topics in the manual include: 1) interactional model of disability; 2) ADA and Section 504; 3) overview of major disability types; 4) enhancing communication with people with disabilities; 5) reasonable accommodations in the workplace; 6) counseling students with disabilities; 7) hiring and supervising; and 8) becoming a student trainer.

The manual includes lectures with overheads and handouts, small group activities, role plays, simulations, demonstrations, and suggestions for videos.

The field-test version of the manual also included a section on training mentors (professionals in the community) and mentees (students with disabilities). Mentorship training will now be a separate manual (The Mentoring Experience) and will be available spring of '94.

Other materials developed by Career Connections include 1) annotated bibliographies on career development, employment, and disability (in collaboration with the University of Massachusetts); 2) working papers on career development and employment issues; 3) "Student Programs Packet" (describing Career Connections student services); and 4) annual newsletter (jointly with Careers On-Line). To receive any of these items, please fill out the order form included in this newsletter. Note that the 1992 annotated bibliography is also available through ERIC (ED350741).

Career Connections Vision

Career Connections envisions students who are proactive in their career development — accessing mainstream career services, understanding their rights and responsibilities under ADA, and obtaining satisfying jobs that match their strengths. We envision campus career development counselors who are aware of the wide range of career possibilities for students with disabilities and who provide accessible and appropriate services. Finally, we envision local employers who have explicit knowledge on how to carry out the ADA and who actively seek to hire and advance people with disabilities.

The Benefits of Computerized Communications in the Job Search Process

It is no secret that gathering information is an essential part of the job search process. There is a wealth of information to be sifted through, from job listings to company information to things as mundane as talking to a professional to learn more about the work world.

With the advent of computer communications, it is now possible for such information to be made readily available to persons with disabilities, one of the most highly-trained yet under-employed groups in the country. Computerized communications can assist in the job search process by ensuring that career information is accessible, organized, timely, and conforms to the reader's schedule.

Accessibility

Computerized documents can be readily converted by the reader to the format that is most easily read. In addition to the standard printed page, computer technologies now exist to present documents in large-print, Braille, and even in a spoken voice. Also, a variety of devices exist that allow one to manipulate documents easily with simple keystrokes, and even with spoken commands, making material more manageable for people with motor impairments.

Organization

Information on a computer can be quickly sorted, searched, and reorganized. This makes it possible to peruse larger amounts of information than could be processed in printed form. Also, useful information can be quickly copied and reorganized into personal files for later reference.

Timelines

Not only is access to information important, but the quality and timeliness of information is also critical. Computerized communications allows immediate updating of information, so the reader can gain the latest information and learn of any changes as quickly as possible. This is especially important for finding job openings.

Conforms to Reader's Schedule

Computerized information can be made available on-line twenty-four hours a day. With a personal computer and a modem, a job seeker no longer has to make an appointment or travel to another location to learn the latest job search information. Job seekers can access information when they want it and at a location convenient to them.

Accessibility, organization, timeliness, and flexibility of schedule are among the benefits that computerized communications offer to the job seeker. While relatively small at this time, the amount of job search activity that takes place "on-line" is rapidly growing. As such resources grow, the Careers On-Line project exists to ensure that job seekers with disabilities will be made aware of and ensured access to this exciting new job search tool.

Announcing a New Leadership Project

Disability Services at the University of Minnesota has received a grant from the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education to develop Project LEEDS (Leadership Education to Empower Disabled Students). This project will provide national training to develop the leadership and self-determination skills of students with disabilities.

Project LEEDS will offer six-day intensive workshops in the summers of 1994 and 1995 for students with disabilities and student affairs professionals from colleges and universities nationwide. Twenty-five institutions will be selected over the two years to receive partial funding for attending the workshop. In addition, regional networks and an Internet bulletin board will be created to establish and maintain nationwide communication among participants of the project.

For more information or for an application to participate, contact Project LEEDS, 340 Coffman Memorial Union, 300 Washington Ave SE, Minneapolis, MN 55455 (voice/TTY 612-626-0961) e-mail (leeds@disserv.stu.umn.edu).

Career Connections Presents at Nine Professional Conferences in '93-94

- *Project Directors Meeting, OSERS, U.S. Dept. of Ed. (poster session '93, presentation '94) —Washington DC*
- *Association on Higher Education and Disability (AHEAD) —Baltimore*
- *Work Now and in the Future (with U of Wisconsin at Madison — Portland*
- *National Career Development Association (NCDA)—Albuquerque*
- *Two-day workshops (with U of Wisconsin at Madison) — Kansas City and Cambridge*
- *American College Personnel Association (ACPA) — Minneapolis*
- *Minnesota Career Development Association (MCDA) —Minneapolis*
- *American Counseling Association (ACA) — Minneapolis*
- *National Association of Student Personnel Administrators (NASPA) — Dallas*

Project Staff Available for Consultation

Project staff are available to provide consultation via phone, e-mail or on-site. Staff specialize in issues related to career development, employment, and technology. Consultation can be provided to an individual or a group. For instance, a department might invite a project staff member to attend one of your staff meetings or to meet with one or more members of your staff. To request a consultation, contact Rick Battaglia, Project Coordinator (phone: 612-626-9649) (e-mail: careers@disserv.stu.umn.edu).

Career Connections and Careers On-Line Staff

Sue Kroeger, Ed.D., Principal Investigator
Betty Aune, Ed.D., Project Director
Rick Battaglia, Project Coordinator
Donna Johnson, Career Experiences Coord.
Curt Griesel, Technology Coordinator
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Terry Collins, Ph.D., Dissemination Editor
Ann O'Toole, Administrative Ass't
Joyce Anis, Graduate Teaching Ass't
Beth Gaipa, Graduate Research Ass't
Liz Malherek, Student Secretary
Mary Boeser, Student Data Entry Operator

This newsletter is available in Braille, large print, audio tape, and via e-mail. To request alternative media or to obtain further information about the project, contact the project office at 612-626-9658; e-mail (careers@disserv.tc.umn.edu); fax (612) 626-9654.

Career Connections (Project # HO78C10039) and Careers On-Line (Project #HO78C30029) are funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services with additional support from the Office of the Vice President for Student Affairs, Office of the Vice President for Academic Affairs, Disability Services, and Distributed Computing Services, University of Minnesota.

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CAREER CONNECTIONS

Disability Services University of Minnesota 1995

Resources and Referrals Through Careers-On-Line

With Careers On-Line in full operation, many useful career resources are available on-line for job seekers and employers. The electronic material available through the Internet is intended to make job and internship listings more accessible to students and graduates with disabilities and provide them resume and job accommodation information and referrals. Employers also benefit from services provided by Careers On-Line by advertising job and internship listings to qualified candidates, and by accessing information on accommodating workers with disabilities.

The resources available through Careers On-Line include: An **Adaptive Technology Products and Resources** Database which lists over 1000 products that help to make information more accessible to people with disabilities. It covers computer-based and other electronic products. It is not a comprehensive listing, but can assist in discerning the range and types of products that can be used to provide workplace accommodations.

The **Job and Internship Postings** Database includes job and internship listings from many local agencies and companies. Most of the positions are located in Minnesota, but some national postings are listed. Postings are organized by discipline, with categories including Arts, Law, Education, Medicine/Health Care, Social Services, Sales/Marketing, Social Science, Engineering/Science, Office/Clerical, and Recreational/Sports/Fitness. In addition to job listings on Careers On-Line, our system offers connections to other job listing services on the world-wide Internet. These listings are as easy to browse as those on Careers On-Line. National lists include those for jobs in federal agencies, higher education, and general career centers listing varieties of jobs from all over the country and the world.

The **Job Accommodation Handbook** from Career Connections has been put on-line to offer information on accommodating workers with disabilities. Included in this database are scenarios of how individuals have accommodated their disabilities in the workplace, and how employers have provided accommodations. The database also offers referrals to other sources of accommodation information including the Job Accommodation Network. A brief summary of the Americans with Disabilities Act is also available in this database.

The **Resume Information Database** contains resume writing tips, reference to commercial resume services available on the Internet, and general career development information.

A listing of **Career Development Resources at the University of Minnesota** includes information on Career Connections, the University Counseling and Consulting Service, the Career Development Center, and other career development/placement offices on campus.

Anyone with access to the Internet may reach our services at no fee by pointing their Internet Gopher client software to the address **disserv.stu.umn.edu** and choosing the option Careers On-Line. You may also reach us through the World Wide Web at **[http://www.disserv.stu.umn.edu/TC/Grants/COL/]**. Refer technical problems accessing Careers On-Line services to Curt Griesel, Technology Coordinator at (612) 626 - 0365.

Careers On-Line project staff welcomes your comments and suggestions about our services. Please direct feedback and inquiries via e-mail to **(careers@disserv.stu.umn.edu)**.

Sharing Disability Resources on the 'Net

Resources available on the Internet allow professionals and students opportunities to share and access useful information, and to network with others.

Electronic mailing lists are one way that you can utilize the Internet. E-mail lists are ongoing discussions that people subscribe to (at no cost) in order to discuss topics of mutual interest. There are e-mail lists for almost every interest, from environmental activism to David Letterman's Top Ten lists! One list of interest to people who work with students with disabilities in higher education is DSSHE-L (Disabled Student Services in Higher Education-List). On this list, you can share concerns about the provision of services, ask for advice from others, troubleshoot, or celebrate successes. Another list that may be of interest is Able-Job. This list is concerned with job-related access for people with disabilities. EASI (Equal Access to Software and Information) is a list devoted to general information access.

Mailing lists that may be of interest to students with disabilities include CADRE (Coalition Advocating disABILITY Reform in Education), a list for students with disabilities, and NABS-L a mailing list for blind students.

Finally, there are lists that may interest both students and professionals. There are many lists devoted to particular disabilities: Deaf-L, Blind-L, LD-list, MS-list, etc. For people who are interested in cross-disability politics and want to keep their finger on the pulse of the disability rights movement, MOBILITY or ADVOCACY lists are helpful.

Participating in these mailing lists will not only provide you with specific information, but also will acquaint you with a larger community of people who share your interests and concerns. People from all over the U.S., Canada, and the world join these lists.

In addition to the networking available through mailing lists, there is a burgeoning amount of archival information about disability and disability services on Gopher and World Wide Web.

Policies and activities related to disability are posted in a variety of places on Gopher and WWW. If you are already "hooked-up" to the Internet through an account at your institution or organization, take the time to explore the Internet resources available to you. The time you invest will be well worth it! If you aren't hooked up, or don't know if you are, check with personnel at your organization responsible for computing services regarding how you can access the Internet. Happy 'net surfing!

If you have an Internet account and have specific questions about the information in this article, contact Barbara Robertson at (612) 625-0673 barbarar@disserv.stu.umn.edu

Careers On-Line Vision

Careers On-Line envisions a community linked by electronic telecommunication in which students, campus staff, and employers realize the range of career possibilities for people with disabilities, utilize disability resources and adaptive technology, and access on-line services. We envision students gaining a greater sense of control over their futures through the use of technology and we envision employers who — through electronic networks — interview, hire, and advance people with disabilities based on their individual abilities and contributions.

Projects Offer Resource Materials

Career Connections and Careers On-Line have developed a number of resources that are available at cost. Newly developed materials include the "Job Accommodation Handbook," which is described in the feature article in this newsletter; and the "User Guide: Accessing Careers On-Line through Internet Gopher," a step-by-step Macintosh manual to help you access the databases described in this newsletter's feature article. The guide is complete with graphic illustrations, especially helpful for the novice Internet user. Available Fall '95 is a training manual for use with students entitled "Job Search Techniques for People with Disabilities."

Annual annotated bibliographies of resources on disability, career development, and employment are also available. Beginning with the 1994 edition, the topic of technology as it relates to employment was added. Each year's edition has all new abstracts.

The project continues to offer previously announced materials. "Putting Ability to Work: Disability, Career Development, and Employment" can be used to train campus professionals, community employers, and human resource professionals. One section is designed to train students with disabilities to co-facilitate workshops.

Topics in the manual include: 1) interactional model of disability; 2) ADA and Section 504; 3) overview of major disability types; 4) enhancing communication with people with disabilities; 5) reasonable accommodations in the workplace; 6) counseling students with disabilities; 7) hiring and supervising; and 8) becoming a student trainer. This manual includes lectures with overheads and handouts, small group activities, role plays, simulations, demonstrations, and suggestions for videos.

Another training manual, "The Mentoring Experience," provides instructions to coordinate a mentoring program, including how to recruit mentors and students.

Mentors for this program are working professionals in the community. The manual also includes a student orientation workshop and a training for mentors and students. The "Student Programs Packet" describes Career Connections student services. Finally, the "Career Connections" newsletter is disseminated annually.

PROJECT LEEDS (Leadership Education to Empower Disabled Students) is another program offered by Disability Services. By fall of 1995, PROJECT LEEDS will make available the Disability and Leadership Curriculum Manual. This manual will include in curriculum format the materials developed and the resources used for the 1994 and 1995 Institutes on Disability and Leadership. Information from sessions held at the Institute and a general bibliography will be included. The manual will be designed for use in training and development programs at your institution.

To receive any of these items, fill out the order form included in this newsletter. Note that materials are also available through ERIC or on-line as indicated on the order form.

Career Connections Vision

Career Connections envisions students who are proactive in their career development — accessing mainstream career services, understanding their rights and responsibilities under ADA, and obtaining satisfying jobs that match their strengths. We envision campus career development counselors who are aware of the wide range of career possibilities for students with disabilities and who provide accessible and appropriate services. Finally, we envision local employers who have explicit knowledge on how to carry out the ADA and who actively seek to hire and advance people with disabilities.

Project Staff Available for Consultation

Project staff are available to provide consultation via phone, e-mail or on-site. Staff specialize in issues related to career development, employment, and technology. Consultation can be provided to an individual or a group. For instance a department might invite a project staff member to attend one of your staff meetings or to meet with one or more members of your staff. To request a consultation, contact John Weir, Project Coordinator (V/TTY: 612-626-9649) (e-mail: careers@disserv.stu.umn.edu).

Career Connections and Careers On-Line Staff

Sue Kroeger, Ed.D., Principal Investigator
Betty Aune, Ed.D., Project Director
John Weir, Project Coordinator
Donna Johnson, Career Services Coordinator
Curt Griesel, Technology Coordinator
Tim Fitzgerald, Systems Operator
Terry Collins, Ph.D., Dissemination Editor
Tina Lorsung, Administrative Assistant
Devora Lomas, Graduate Research Assistant
Liz Malherek, Student Secretary/Editor
Katy Burns, Student Data Entry Operator

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This newsletter is available in Braille, large print, audio tape, and via e-mail. To request alternative media or to obtain further information about the project, contact the project office at (612) 626-9658 (V); (612) 626-9649 (TTY); (612) 626-9654 (Fax); or e-mail: careers@disserv.stu.umn.edu

Career Connections/Careers On-Line Presents at 17 Professional Conferences in '94-'95

- *Society for Disability Studies* – Rockville, MD
- *Association on Higher Education and Disability (AHEAD)*– Columbus, OH; San Jose, CA
- *National Closing the Gap* – Minneapolis, MN
- *American College Personnel Association (ACPA)* –Boston, MA
- *National Association for Job Search Training (NAJST)* –Atlanta, GA
- *Minnesota Career Development Association(MCDA)* – Maple Grove, MN
- *College Placement Council (CPC)* – Orlando, FL
- *Project Directors Meetings US Dept. of Education* – Washington DC; Philadelphia, PA; San Francisco, CA
- *National Career Development Association (NCDA)* – San Francisco, CA
- *New York University Systems Conference* – Albany, Syracuse, Brooklyn, NY
- *Building Bridges: Systems Change through Assistive Technology* – Sioux City, IA
- *American Counseling Association* – Denver, CO

Career Connections
Disability Services
12 Johnston Hall
101 Pleasant Street
Minneapolis, MN 55455

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APPENDIX G:

Media Coverage of Career Connections

Newsletters in Which Career Connections Information has Appeared

Sample Acticles about Career Connections

Newsletters in which CC Information has Appeared 1991-1995

- AHSSPPE Alert, July 1992
- Newsletter to MN Division of Rehab. Services counselors (8-92)
- Minnesota Daily (U of MN newspaper) 5-92 and 1-92
- Working Notes (U of MN student employment newsletter (Wtr.-92)
- MCDA Communiqué (MN Career Development Assoc.) - Wtr.-92)
- University of Minnesota Briefs (1-92)
- Guidepost, Sept. '92 - newsletter of the American Counseling Assn.
- CAM Report, Fall '92
- NASPA News, Nov. '92 - Region IV Newsletter of Nat'l Association of Student Personnel Administrators
- Career Developments, Sept. '92 - newsletter of National Career Development Association
- ACPA Developments, Aug. '92 - newsletter of American College Personnel Association
- Career Opportunity News, Jan-Feb. '93
- CHED Cable, Dec. '92, Council of Honeywell Employees with Disabilities
- The Minnesota Women's Press, May, 1994
- Graduating Engineer - People with Disabilities, Dec. 1995

UNIVERSITY OF MINNESOTA

WORKING notes

Volume 4, Issue 5 **A Student Employment Center Newsletter** February/March 1992

Career Connections works for students with disabilities

Fact or myth: since students with disabilities all receive government benefits, they don't have to work, either during or after college.

Myth, answers Elizabeth Aune, project director for Career Connections, a new research/demonstration project operated by the Office for Students with Disabilities (OSD). She cites a Harris Poll finding that two-thirds of adults with disabilities are under- or unemployed. They are seeking work and not able to get it.

People with disabilities often feel the worst disability they have to overcome is other people's assumptions and attitudes, Aune said. One of those assumptions is that if you can't see it, it's not a disability. Disabilities can include vision or hearing impairments, mobility impairment, chronic illness, learning disabilities, psychiatric disability or head injuries that are not physically apparent.

Employers nationwide will need to become aware of such misconceptions as the July 1992 implementation date of the Americans With Disabilities Act (ADA) nears. The act extends the protection of civil rights laws to persons with disabilities in employment and other areas.

inside

- *fyi*..............................p. 2
- since you asked........p. 3
- Disability myths ....p. 4
- Winter workshops ....p. 4

Route to:

Career Connections, funded by the U.S. Department of Education and the Office of the Vice President for Student Affairs, provides student employers with a resource to learn more about the facts related to employing the disabled. The basic premise of the program, said Donna Johnson, career experiences coordinator, is that students with disabilities who tap into existing services while still in school will increase their employment opportunities after graduation, and employers will be able to draw from the most educated group of unemployed.

A workshop on disability awareness for employers will be held March 11 in Coffman Union (see page 4 for details).

Career Connections is not a campus placement service, but provides technical assistance and coordination so that students with disabilities can access existing internship, mentoring, and student employment programs in order to build marketable skills. Previously, University students with disabilities got some career counseling from their counselors at OSD and were able to use college placement offices. Through Career Connections, these offices combine their expertise in disability awareness and career

CAREER CONNECTIONS to p. 2

Senior Karen Christensen (r) with some of the "tools of her trade"—music, dance, and play therapy, with Donna Johnson, career experiences coordinator, Career Connections.

"Dream" internship replaces skepticism

University College senior Karen Christensen was skeptical when she received a mailing about a new campus program to assist students with disabilities. It took additional prodding from her counselor at the Office for Students with Disabilities (OSD) to convince her that the program, Career Connections, "would come through with what they said."

Christensen's skepticism has been fueled by her experiences in life and at the University. All too often, after summoning up

CHRISTENSEN to p. 4

CAREER CONNECTIONS from page 1

planning, said Aune.

"Some students aren't aware of their own career-related needs. Their needs, in some cases, are enormous," Aune said. "Some have unrealistic goals, little or no work experience, and are taking inappropriate classes in relation to their career goals. But the amount of interest in the program is tremendous."

Students apply to Career Connections through their OSD counselor. After taking an assessment and working on an individualized career plan, they can take advantage of any combination of programs. These include a for-credit, three-course sequence in career development. The first course, Career Planning, is offered winter quarter. The second, Job Seeking and Keeping Skills, will be offered in the spring. The third course is a summer internship.

Career Connections also helps students who do not choose to take the courses above obtain internships, part-time jobs through the Student Employment Center, opportunities to meet a mentor, informal forums with employers, placement assistance, access to other campus offerings, and ongoing counseling. "We're looking for people to be mentors in a wide variety of career interest areas," Aune said. "We're also looking for internship sites and speakers for the employers' forums."

When its three-year funding period ends, the goal is to "institutionalize the Career Connections model within OSD," Aune said. Terry Collins of General College was instrumental in writing the proposal to the Department of Education.

Employers can also consult with Career Connections staff at any stage of the hiring and employment process. By the third year of the project, a manual on job accommodations for disabled employees will be available to student employers who have participated in any Career Connections program.

"Putting Ability to Work: Employing People with Disabilities "
a free workshop

Wednesday, March 11
9:00 to 10:30 a.m.
320 Coffman Union

To register,
fill out enclosed form.
Questions about content?
Call Betty Aune, 624-6884.

WORKING NOTES

Published six times a year for student employers and advisors at the University of Minnesota, Twin Cities, by the Office of the Vice President for Student Affairs, Office of Student Financial Aid (OSFA)

Laura Weber, editor, OSFA Publications, 626-7250
Nancy Johnson, photographer, Media Resources

You are invited to submit comments, information, ideas, address changes, or additions no later than the 20th of the month, six weeks prior to the date of publication to:

Barbara Foster
Student Employment Center
277 Fraser Hall
106 Pleasant St. S.E.
Minneapolis, MN 55455-0422
612/624-4506

fyi

Student employees who want to be considered for **College Work-Study (CWS) in the 1992-93 school year** must indicate a preference for CWS by checking "part-time job only" on question #108 of the 1992-93 ACT Family Financial Statement (FFS). This applies to current, as well as potential, CWS students. Due to limited CWS funding, the Office of Student Financial Aid awards CWS only to those students who check this box. Therefore, students should not check "Part-time job and loan," even if they would also accept loans. If a student still shows need after gift and work-study are awarded, loans will be included in the award offer.

1992-93 financial aid applications (which include the FFS) are available in 210 Fraser Hall and 197 Coffey Hall. Students who want to be considered for **summer 1992 College Work-Study** must complete a separate summer application and have a 1991-92 FFS on file by May 1, 1992. Summer applications will be available at the beginning of spring quarter.

Employers are responsible for monitoring **College Work-Study registration credit requirements** each quarter (12 credits for undergraduates and 3 credits for graduate students). The department or agency will be responsible for paying 100 percent of the student's wages as of the date the student becomes ineligible.

Jobs in **Community Service Programs** provide students unable to volunteer with opportunities to become involved in community service. Applicants must be eligible for financial aid and be registered for 12 credits as an undergraduate or 3 credits as a graduate student. On- and off-campus jobs are posted on the community service bulletin board outside 120 Fraser Hall. For more information, call Margaret Bodley at 624-4814.

Several Student Employment Center staff were reassigned to new duties in December. **Barbara Foster** now manages Off-Campus Programs, which includes Job Location and Development and Community Service Programs. She will also temporarily continue some of her former duties as manager of Training and Development, Research, and Publications. **Dana London**, Student Temporary Services (STS) manager, has been reassigned 50 percent time to assist with the Off-Campus Programs, Training and Development, and Publications. She will also continue in her role as STS manager. These reassignments will be reviewed June 30, when other organizational changes will be considered.

Dana Peitso has been promoted to operations supervisor of STS placement and payroll. During Dana London's reassignment, Peitso will accept increasing responsibilities in the daily operations of STS.

Troy Harper, Job Location and Development coordinator for the past three years, left the University in December to work as a personnel recruiter for Dacon, a Minneapolis engineering firm. **Lee Woodward,** student senior office specialist for STS recruitment and placement, left the University at the end of January to complete her degree program at the College of St. Catherine. **Dana Thompson** has accepted the position vacated by Lee Woodward.

Photo/David Rae Morris

BELIEVE IT: University College sophomore Nancy Finch thinks it's harder for people with "hidden disabilities" to get the career opportunities and advantages they need because potential employers don't believe they are disabled. "Seeing is believing," Finch says.

Program helps disabled

By Eunice Park
Staff Reporter

College graduates with experience are having a tough time finding jobs. But, without any experience and with a disability, finding a job is an even greater challenge.

At the University, though, students with disabilities now have the opportunity to find out what it's like in the real world before they graduate.

A new program run by the Office of Students with Disabilities helps disabled students develop employment skills through internships, mentorships and employment counseling.

The disabilities office was awarded $234,000 this fall by the U.S. Department of Education for a three-year program.

So far, the program, called Career Connections, has attracted 38 students.

According to Betty Aune, project director of Career Connections, two-thirds of disabled college graduates are either unemployed or underemployed.

"People with disabilities are the best-educated group of unemployed people," Aune said.

Many disabled people who are able to work aren't getting jobs, Aune said.

Career Connections provides job-seeking skills and teaches ways students can accommodate their disability in a work setting and ways they can approach an employer about their disability, she said.

"It generally takes 10 times more contacts to get a job," Aune said. "A lot of students with disabilities don't have work experience."

Nancy Finch, a University College sophomore with a hearing impairment, is enrolled in the Career Connections program.

She said she has not decided on a major yet, but that Career Connections is helping her "focus on a career."

"I have so many interests and skills," Finch said. "Choosing a career can often be an obstacle."

See CAREER page 14

Career search, success focus of program

CAREER from 11

Finch said she does not know what it is like to be treated as an equal in a workplace. She worked in an office for 16 years but felt she was always put in a "subordinate position."

She said she is often hesitant to tell employers about her hidden disability.

But whether she does or does not inform an employer, Finch said she feels it will always be an issue.

Aune said the center "encourages our students to disclose their disabilities to their employer after they are hired so they can make arrangements for accommodations."

Linda Wolford, a counselor and advocate for disabilities office, said the University has "long needed" a program like Career Connections.

Wolford said not only do students benefit from the program, but employers and the University community also become aware of the needs of disabled students.

The program also is geared to show how University staff can meet the needs of disabled students and also to assist employers, Aune said.

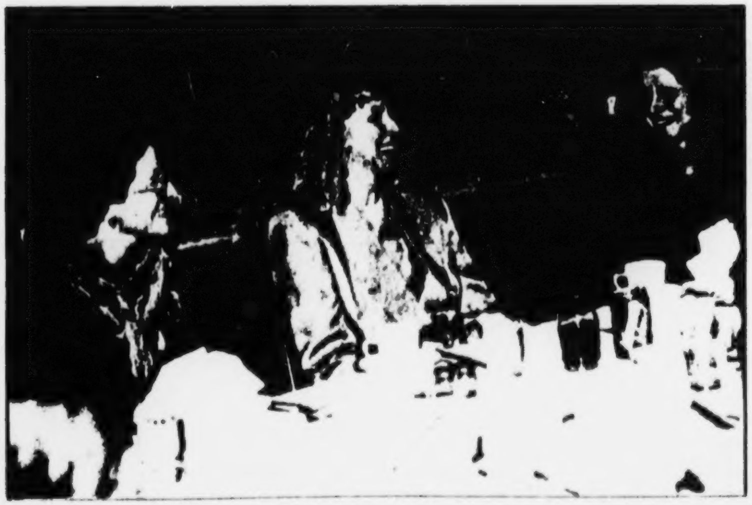
Disability Services offers Career Connections mentoring

Career Connections is a grant-funded project in its third year of service to students with disabilities at the University of Minnesota. Part of the project is a mentoring program that pairs students with professionals in their fields. Donna Johnson directs Career Connections for the Office of Disability Services.

"Not all of our mentors have physical disabilities, so the mentoring program is a wonderful opportunity for our students to dispel myths about disabilities to the professionals. It's also a reality check for the students about accessibility and accommodations in the workplace. Of course, our mentors who do have disabilities illustrate to students how they can succeed in spite of barriers and negative attitudes. A very strong aspect of our program is that the education and information flow both ways and filter through our students back into the workplace."

David Overstreet will be entering the University of Minnesota Law School in the fall and has worked with a mentor since last November. "Through the relationship with a mentor in your field, you are able to develop a clearer understanding of that profession. For a lot of mentor relationships there is an age gap, so that individuals are in different places and we get the benefit of different perspectives."

Toni Halleen is an attorney with Briggs and Morgan in St. Paul and David's mentor. "Every time I ask David a question, I have to think how I would answer it myself. The benefit of mentoring him is that it reminds me of what I like about my own profession."



(Left) Career Connections hosted a celebration dinner for its mentors last month. Fortunately, Donna Johnson says, "I always have more mentor volunteers than I need each year."

(Right) David Overstreet talks with mentor Toni Halleen.

BEST COPY AVAILABLE

APPENDIX H:

Organizations Represented in The CC Employer Network

Community Organizations Represented in Employer Network

(n = 179)

A.H. Wilder Foundation
ADC Telecommunications
Advance Circuits, Inc.
Allied Interstate, Inc.
Ameri Data
American Express Financial Advisors
American Heart Association
American Lung Association
American Photocopy Inc.
American Red Cross
Anderson Consulting
Anoka County
Arthur Anderson
Bar-None TRC
Best Buy Company
Breck School
C.H. Robinson Company
Cargill Inc.
Carlson Marketing Group
Center for Victims of Torture
Children's Home Society
Citizens for a Better Environment
City of St. Paul
Colle & McVoy, Inc.
Concordia College
Cooperating Community Program (CCP)
Cooperating Community Services
Courage Center
Dakota County
Dakota Inc.
Damark International
Dayton's - Marshal Field's Hudson
Deloitte Tonche
Deluxe Corporation
Department of Natural Resources
Division of Rehabilitation Services
Dobbs Professional Staff
Dolphin Temporary Services, Inc.
Donaldson Company
Dow Brands
DRAGnet
E. W. Blanch Holdings, Inc.
Easter Seal Society
Eastman Kodak Co.
Enterprise
EnviroStaff, Inc.
Ernst and Young
Especially for Children
Face to Face Health and Counseling
Fairview Riverside Medical Center

Fairview Southdale Hospital
Franchise Associates, Inc.
Franklin Life
Friendship Ventures
Genetic Laboratories Wound Care
Good Samaritan Society of Minnesota
Goodwill
Great Lakes Disability
Green Corps
H. B. Fuller Company
Hans Tronnes Associates
Hansen, Jergenson and Co.
Harvest States Cooperatives
Hennepin County District Court
Hennepin County Human Resources & Employment
Hennepin County Personnel
Hennepin Faculty Associates
Homeward Bound
Honeywell Inc.
Hormel
Hubbard Broadcasting
IDS Financial Services, Inc.
IRS
JC Penney Co.
Jostens
K-Mart Corporation
KARE Television
Kelly Services, Inc.
Lay Lutheran Campus Ministry
Learn PC
Libraries - Public Services
Little Brothers Friends of the Elderly
Little Six, Inc.
Lutheran Social Services
Lyon Financial Services
Mandoweer Temporary Services
Marriott Minneapolis Center
McCrossan Boys Ranch
McGladrey and Puller
Medtronic Inc.
Metropolitan Center for Independent Living
Midwest Coca-Cola Bottling Co.
Migrant Health
Minneapolis Children's Medical Center
Minneapolis Youth Work Internship Program
Minnesota Air Traffic Control Training
Minnesota Air Traffic Controls
Minnesota Board on Aging
Minnesota Children's museum
Minnesota Council for Nonprofits
Minnesota Dental Placement Services
Minnesota Department of Corrections
Minnesota Department of Employee Relations
Minnesota Department of Health

Minnesota Department of Human Services
Minnesota Department of Revenue
Minnesota Disability Law Center
Minnesota Mutual
Minnesota Society
Minnesota State Council on Disability
Montgomery Wards
MPIRG
MSI Insurance
Multi Resource Centers, Inc.
National Audubon Society
National Center for Youth
News America Publishing Co.
Norstan Communications
Northern States Power Company
Northland Insurance Companies
Norwest Bank Minnesota
Norwest Financial Services
Olgten Staffing Services
Owobopte Inc.
Partners Intern Program Minnesota Nonprofit
People Incorporated
Piper Jaffray Inc.
Prime Net Data Systems
Pro Staff Personnel
Productivity Point International
Proex Photo Systems
Project with Industry
Prudential Insurance Co.
Resource, Inc.
Rieke Carroll Muller Assoc., Inc.
Rivertown Trading Co.
Rosemount Inc.
Saint Louis County Land Department
Sister Kenny Institute
Spectrum Community Mental Health
St. Louis Park Jr. High School
St. Paul Chamber of Commerce
St. Paul Companies
St. Paul Fire & Marine Insurance
St. Paul Schools
STAR Program
Star Tribune
State Farm Insurance
State Services for the Blind
Super Value Stores Inc.
SuperAmerica
Tandy Corporation/Radio Shack
Target Stores
TCF Bank Minnesota
The Phoenix Residence, Inc.
Thomas Allen Inc.
TOTS
Trio

TSI Inc.
Twin Cities Public Television
U.S. Customs Services
U.S. Marshall's Service
Uarco Incorporated
Unisys Corporation
United Defense
University of Illinois
University of Minnesota - Duluth Career & Placement Services
USDA, FSIS, POB
VA Medical Center
Velocity Healthcare
Vintronic Systems Inc.
Waterovs Co.
Wausau Insurance Companies
WCCO-AM
Wilder Foundation
Wilderness Canoe Base
Wings-South
YWCA of Minneapolis
YWCA of St. Paul

University Departments Represented in Employer Network

(n = 77)

Admissions Office
Aerospace Engineering and Mechanics
American Indian Learning Resource Center
Asian/Pacific American Learning Resource Center
Boynton Health Service
Campus Mail
Career Development Office
Career Planning & Institute of Technology Placement
Center for Urban & Regional Affairs (CURA)
Chemical Engineering and Material Science
CLA Honors Division
CLA Martin Luther King Program
CLA Pre-Major Advising
CLA Student Academic Support
CLA Upper Division
College of Agriculture
College of Biological Sciences
College of Education
College of Human Ecology
College of Natural Resources
College of Pharmacy
Continuing Education & Extension Counseling (CEE)
Counseling & Student Personnel Psychology Program (CSPP)
CSOM Career Development
CSOM Career Planning & Placement
Department of Educational Psychology
Department of Obstetrics & Gynecology (OB/GYN)
Department of Ophthalmology
Department of Pediatrics
Department of Physical Medicine & Rehabilitation
Department of Psychology
Department of Psychology Advising
Department of Vocational & Technical Education
Disability Services
Distributed Computing Services
Education Student Affairs Office
Food Service
Gay Lesbian, Bisexual, Transgender Program Office
General College - Administration
General College - Social Behavioral Sciences
General College - Student Support Services
Hospital Human Resources Department
Housing Services
Human Ecology
Human Resources
Institute of Community Integration
Inter College Program
International Study and Travel Abroad
Law School
Legal Services

Minnesota Daily
Minnesota Extension Service
Minnesota Women's Center
Nutrition
Occupational Therapy Services
Office for Special Learning Opportunities (OSLO)
Office of Equal Opportunity
Office of International Education - Career Development (OIE)
Office of Registrar
Office of Special Education and Rehabilitation Services (OSERS)
Office of Special Education Programs (OSEP)
Personnel Office
Registrar's Office
Rehabilitation Services
School of Dentistry
School of Journalism
School of Nursing
School of Public Health
SCOM Undergraduate Studies
Student Diversity Institute
Student Employment Center
Student Judicial Affairs
Student Services, CHE
University Day Community
University Libraries
University Telecommunications
Upper Division Advising

APPENDIX I:

Interagency Agreements

College of Liberal Arts Career Development Office
Student Employment

UNIVERSITY OF MINNESOTA

University of Minnesota Disability Services and the College of Liberal Arts Career Development Office have worked collaboratively to increase career development and placement opportunities for college students with disabilities and to ensure that employers are informed of their rights and responsibilities regarding hiring people with disabilities. In order to ensure that these collaborative efforts will continue in the future and to ensure that these two units will continue to promote physical, programmatic, attitudinal and environmental accessibility, we have developed the following agreement:

1. JOB FAIR AND DIVERSITY

a. Disability Services (DS) and the College of Liberal Arts Career Development Office (CLA/CDO) agree to continue to co-sponsor the Job and Internship Fair. DS and CLA/CDO agree to send joint invitations to prospective job fair recruiters, continue to develop interest forms and pool their resources to identify potential job fair participants (both recruiters and students).

b. Disability Services will continue to organize an employer orientation which addresses aspects of recruiting and hiring people with disabilities.

c. CLA Career Development Office will continue to include disability-related information in the job fair student orientations.

d. Disability Services will provide accommodations for the job fair (i.e. interpreters, alternative print format). CLA Career Development Office will contine to include disclosure statements on all job fair materials.

2. REFERRALS

a. Disability Services (DS) will continue to refer students to the College of Liberal Arts Career Development Office (CLA/CDO) for services when appropriate.

b. CLA/CDO will consult with DS on disability-related issues (i.e. disclosure, accommodations, Americans with Disabilities Act) when appropriate.

c. CLA/CDO will work to ensure that on-campus recruiters are free from discriminatory practices in recruiting, interviewing and hiring students with disabilities.

3. TRAINING

a. CLA/CDO will arrange for and Disability Services (DS) will provide training and consultation on disability-related career issues to the College of Liberal Arts Career Development Office (CLA/CDO) staff during fall quarter of each year, the inservice will cover specific selected topics and case studies.

4. RESOURCE ASSISTANCE

a. Disability Services will provide the College of Liberal Arts Career Development Office with copies of a resource directory of professionals with disabilities which can be used in directing students with disabilities to mentors, informational interviewing resources.

b. Disability Services will provide the College of Liberal Arts Career Development Office handout packets on financial disincentives, disclosure issues, community referral sources etc. CLA/CDO counselors will provide these handouts to students when appropriate.

c. CLA/CDO will continue to prominently display statements regarding the availability of accommodations for materials and programs.

d. CLA/CDO will continue to explore options in making career materials accessible to students with disabilities. DS will continue to consult with CLA/CDO regarding access issues.

5. CONTINUED COLLABORATION

a. Disability Services and the College of Liberal Arts Career Development Office will continue to explore further collaborative efforts:

1. *Uses of technology and electronic communication to enhance career opportunities for students.*
2. *Alternatives to current structure of career development courses (LASK 1301-1303 and Psych. 1011).*
3. *Joint mentorship programming.*
4. *Co-sponsorship of adaptive technology forums with DS and other campus career development offices.*

Director, Disability Services — 12/7/94 Date

Director, CLA Career Development Office — 12/12/94 Date

ACCESS FOR EMPLOYEES WITH DISABILITIES

POLICIES, PROCEDURES, AND RESOURCES

On each campus of the University of Minnesota there is an office designated to provide services for people with disabilities, through which documentation of disability and determination of reasonable accommodations are provided. These offices provide, arrange, or coordinate accommodations for courses, programs, services, jobs, activities, and facilities.

On the University of Minnesota, Twin Cities campus, Disability Services is the designated office that obtains and files disability-related and medical documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations for faculty, staff, students, and guests with disabilities.

Access for Employees with Disabilities is intended to acquaint faculty, staff, students, and departments with the procedures for ensuring access to employment at the University. The companion volume, Access for Students with Disabilities, outlines policies and procedures that ensure access to the University for students with disabilities. If you have any questions regarding disability or reasonable accommodations, make Disability Services your first point of contact:

Disability Services
12 Johnston Hall
101 Pleasant Street S.E.
University of Minnesota
Minneapolis, MN 55455
(612) 624-4037 (V/TTY)

STUDENT EMPLOYMENT

The University of Minnesota's Disability Services and Human Resources/Student Employment have worked collaboratively to increase access to employment opportunities for University students with disabilities. In order to ensure that these collaborative efforts will continue in the future and to ensure that these two units will continue to promote physical, programmatic, attitudinal, and environmental accessibility, the following agreement has been developed.

Credit Requirements

A. Disability Services and Human Resources/Student Employment agree to allow students with documented disabilities, who are currently registered at the University of Minnesota and for whom the accommodation is determined reasonable, to apply for and maintain student employment positions if they drop below six credits (Non College Work Study).

B. Counselors from Disability Services will draft letters requesting that reduced credit requirements be made as a reasonable accommodation for specific students.

Placement Assistance

A. Disability Services and Human Resources/Student Employment agree to meet collaboratively with students with disabilities (when appropriate) to assist students with screening positions and exploring possible accommodations.

B. Disability Services staff will perform job analyses and assist departments with determining reasonable accommodations (when appropriate) in order to ensure access.

Training

A. Human Resources/Student Employment agrees to refer University departments who request additional training on disability-related employment issues to Disability Services. Disability Services will provide training, while Student Employment will assist with identifying issues to be addressed in the training.

B. Disability Services agrees to provide follow-up training and consultation on disability-related employment issues on request for Student Employment staff and University departments who hire students with disabilities.

Application Screening/Referral Accommodations

A. Disability Services and Human Resources/Student Employment agree to facilitate reasonable accommodations in the application, screening, and referral processes for students who identify themselves as having a disability as required by the Americans with Disabilities Act.

B. Human Resources/Student Employment agrees to post a disclosure statement in the main office, which states: "To request disability accommodations, please contact (name of person or department)." They also agree to include the following statement on all their print material: "This material is available in alternative print format upon request." Disability Services agrees to provide the alternative format and interpreters during the application, screening, and referral phases.

C. Student Employment will assist students with visual impairments in accessing job leads by reading postings until such time that a more accessible method is achieved. Student Employment will fill out applications when necessary for students with visual and writing disabilities.

D. Disability Services and Human Resources/Student Employment agree to review Student Employment application forms to identify and delete questions that are illegal under the Americans with Disabilities Act.

Continued Collaboration

A. Disability Services and Human Resources/Student Employment agree to continue to explore ways to increase access for students with disabilities in Student Employment positions. This may include:

1. exploring ways to increase the accessibility of job postings;
2. creating an adaptive equipment pool (Media Resources has purchased video equipment and film projectors. Disability Services will explore other resources);
3. developing methods for tracking placements of students who identify themselves as having a disability;
4. incorporating disability-related information as an optional category in the Student Employment User Satisfaction Survey (when Student Employment finds it necessary to redesign the survey).

Disability Services and Human Resources/Student Employment agree to continue these efforts and to review the agreement on an annual basis in order to include appropriate amendments.

APPENDIX J:

Career Development Course Sequence Syllabi

Career Planning for Students with Disabilities

LASk 1301 Section 1
Winter Quarter 1992
Wednesdays 4:30 -6:30 PM

Instructor: Susan A.Aase
30 Nicholson Hall
626-1333
Office Hours: By Appointment

Graduate Teaching Assistant: Sue Carlson
307 Nicholson Hall
626-8035 or 624-6884
Office Hours: 3:00 - 4:00 PM Wednesday
or by appointment

Course Description/Objectives:

Career Planning for Students with Disabilities was developed to further individualize, specify, and adapt the career planning process to the special educational, vocational, personal, and social needs of individuals with disabilities. This course is designed to engage students in the career planning process through assessment, subjective self-exploration, lecture, and class discussion. This course is the first in a three-part series which will culminate in an actual internship. The objectives for the course include:

- To assess individual skills, interests, values, personality, and goals as they relate to making career decisions.
- To learn to research and explore occupational options through printed and computer sources, as well as informational interviews.
- To practice a decision-making strategy for making realistic career decisions.

Attendance/Participation:

Because of the experiential nature of this course, it is expected that students will attend and participate in all class sessions. Students who anticipate missing should call ahead and make arrangements to make-up missed assignments.

Texts: Taking Charge of Your Career Direction: Career Planning Guide Book I.; second edition by Robert D. Lock. Brooks/Cole Publishing Company. Copyright 1992 (Available at the University Bookstore, Williamson Hall).

Course Outline and Reading Assignments

Date	Topics	Reading Assignments	Written Assignments
1/8/92	Review syllabus Introductory Activity Strategies and instructions for career inventories. Introduction to Career Development	Ch. 1 pp. 1-29	Strong-Campbell Interest Inventory and Myers Briggs Type Indicator
1/15/92	Defining Career Development Theories of Career Development Defining and assessing aptitudes, skills, and abilities.	Ch. 6 pp. 199-236	Skills Exercise
1/22/92	Defining Career-related interests. Assessing interests. Strong Campbell Interest Inventory interpretation	Ch. 4 pp. 124-139	Interest Exercise
1/29/92	Defining career-related values Assessing/prioritizing values	Ch. 7 pp. 237-272	Values Exercise
2 /5/92	Defining personality traits/ characteristics. Assessing personality traits/characteristics. Myers-Briggs Type Indicator interpretation.	Ch. 4 pp. 139-146	Personality Exercise **MidTerm Take Home** Due 2/12/92
2/12/92	World of work Occupational trends Occupational Information	Ch.2 pp. 31-72 Ch. 3 pp. 73-122	Career Report Due 3/4/92 Career Interview Due 3/11/92
2/19/92	Occupational Information	Ch. 4 pp. 149 - 160	
	Occupational Prospects	Ch. 8 pp. 273-283	
2/26/92	Decision-Making	Ch. 9 pp. 285-320	
	Reality-Testing	Ch. 10 pp. 321-361	
3/4/92	Motivation and Achievement Goal Setting	Ch. 5 pp. 161-198	
3/11/92	Summarization and integration Course evaluation		Summarizaiton and Integration exercise Due 3/18/92 **FINAL - Take Home** Due 3/18/92

Course Requirements and Grading Procedure

Topics	Possible Points	Total
Attendance	5 each session (10)	50
Journal Entries	10 each entry (9)	140
Strong Campbell	20	160
MBTI	20	180
Skills Exercise	10	190
Interest Exercise	10	200
Values Exercise	10	210
Personality Exercise	10	220
Career Report	50	270
Career Interview	50	320
Summarization and Integration	30	350
MIDTERM TAKE HOME (Due2/12/92)	50	400
FINAL TAKE HOME (Due3/18/92)	100	500

A=	90% - 100%	450-500
B=	80% - 89%	400-449
C=	70% - 79%	350-399
D=	60% - 69%	300-349
F=	59% - and below	299 and below

Career Development for Students with Disabilities

Job Seeking/Keeping Skills
LASk 1302 Section 1
Spring Quarter 1992
Wednesdays 4:30 - 6:30 PM
S-136 Kolthoff Hall

Instructor: Susan A.Aase
30 Nicholson Hall
624-9566
Office Hours: By Appointment

Graduate Teaching Assistant: Sue Carlson
307 Nicholson Hall
626-8035 or 624-6884
Office Hours: By Appointment

Course Description/Objectives:

Job Seeking/Keeping Skills was developed to further individualize, specify, and adapt job seeking/keeping skills to the special educational, vocational, personal, and special needs of individuals with disabilities. This course is designed to engage students in skill acquisition and to extend the career planning process into the implementation/action phase through activities, lecture, and class discussion. This course is the second in a three part series which will culminate in an actual internship. The objectives for the course include:

- To provide an overview of the job search and sources of job leads.
- To develop writing skills for resumes, cover letters, application forms, and other types of written communication.
- To develop interviewing skills for informational and job interviews.
- To evaluate job offers.
- To identify/develop job maintenance skills.
- To provide resource information on legal rights and discrimination in employment.
- To discuss disclosure issues.

Attendance/Participation:

Because of the experiential nature of this course, it is expected that students will attend and participate in all class sessions. Students who anticipate missing should call ahead and make arrangements to make-up missed assignments.

Texts: Job Hunting for the Disabled by Edith Marks and Adele Lewis. Barrons' Educational Series, Inc. Copyright 1983. (Readings will be provided)

Job Search: Career Planning Guidebook, Book II (second edition) by Robert D. Lock. Brooks/Cole Publishing Company. Copyright 1992. (Available the the University Bookstore, Williamson).

Course Outline and Reading Assignments

Date	Topics	Reading Assignments	Written Assignments
4/1/92	Syllabus Review Introductory Activity Overview of the Job Search	Lock, Ch.1 Lock, Ch.2 Marks & Lewis, Ch.8	
4/8/92	Office for Special Learning Opportunities / Internships Legal Issues, Discrimination, Disclosure	Marks & Lewis, Ch. 4	
4/15/92	Research	Lock, Ch. 5 Lock, Ch. 6	
4/22/92	Application Forms Resume	Lock, Ch. 4 Lock, Ch. 3	 Resume (Due 5/13/92)
4/29/92	Resume Cover Letter Other Types of Written Communications	Lock, Ch. 3	**Midterm Take Home (Due 5/6/92)** Cover Letter Follow up Letter Acceptance Letter Decline Letter (Due 5/20/92)
5/6/92	Informational Interviews Job Interviews	Lock, Ch. 7 Lock, Ch. 8 Marks & Lewis, Ch.7	Informational Interview (Due 6/3/92)
5/13/92	Interviewing Skills Videotaping (To be arranged)		
5/20/92	Review / Critique of Videotaping		
5/27/92	Transition to Work	Lock, Ch. 9 Marks & Lewis, Ch. 3	
6/3/92	Job Maintenance / Modification Quality of Work Summary / Review Course Evaluations	Lock, Ch. 10	**FINAL - Take Home (Due 6/10/92 4:30 PM at 30 Nicholson Hall)**

Course Requirements and Grading Procedure

Topics	Possible Points	Total
Attendance	5 each session	50
Resume (Due: 5/13/92)	75	125
Cover Letter (Due: 5/20/92)	50	175
Follow up Letter (Due: 5/20/92)	25	200
Acceptance Letter (Due: 5/20/92)	25	225
Decline Letter (Due: 5/20/92)	25	250
Videotaped Job Interview (Due: week of 5/13/92)	100	350
Information Interview (Due: 6/3/92)	100	450
MIDTERM TAKE HOME (Due: 5/6/92)	50	500
FINAL TAKE HOME (Due: 6/10/92)	100	600

- All assignments (except exams) MUST be typed.
- All assignments are required to receive a passing grade.
- All assignments are expected on the date due unless prior arrangements are made with the instructor before the due date.

A=	90% - 100%	540-600
B=	80% - 89%	480-539
C=	70% - 79%	420-479
D=	60% - 69%	360-419
F=	59% - and below	359 and below

Career Development for Students with Disabilities
Internship Experience
LASk 1303 Section 1
Summer 1992
Wednesdays 4:30 - 6:30 PM

Instructor: Susan Aase
30 Nicholson Hall
624-9566
Office Hours: By appointment

Graduate Teaching Assistant: Sue Carlson
307 Nicholson Hall
626-8035 or 624-6884
Office Hours: By appointment

Course Description/Objectives

Internship Experience was developed to provide students with ways of gaining work experience and future employment. This course will involve a cooperative learning experience combining actual work experience and on campus classroom activities. This course is the last in a three part series which focuses on Career Development for Students with Disabilities. The objectives for the course include:

- To provide work experience
- To assess/tryout work skills
- To identify relative employment strengths and weaknesses
- To improve job maintenance skills

Attendance/Participation

Because of the experimental nature of this course, it is expected that students will attend and participate in all class sessions. Students who anticipate missing should call ahead and make arrangements to make-up missed assignments. Students are also required to spend a minimum of 4 hours per week for a minimum of 10 weeks at their internship sight.

Course Outline

Date	Topics	Assignments
6-17-92	Review Syllabus, Goal Setting Skills Internship Contract	Contract, Journal I (Due 6-24-92)
6-24-92	Individual Supervision	**Journal I Due**
7-01-92	Communication Skills	Journal II (Due 7-8-92)
7-08-92	Individual Supervision	**Journal II Due**
7-15-92	Assertiveness Skills	Journal III (Due 7-22-92)
7-22-92	Individual Supervision	**Journal III Due**
7-29-92	Stress Management Skills	Journal IV (Due 8-5-92)
8-05-92	Individual Supervision	**Journal IV Due**
8-12-92	Summary and Integration	Reaction Paper (Due 8-19-92) Evaluation (Due 8-19-92)
8-19-92 and	Individual Supervision	**Reaction Paper** **Evaluation Due**

Course Requirements and Grading Procedure

	Possible Points	Total
Attendance (Lectures/Individual Supervision)	10 each	100
Journal Entry I	50	150
Journal Entry II	50	200
Journal Entry III	50	250
Journal Entry IV	50	300
Reaction Paper	150	450
Contract Form	25	475
Evaluation Form	25	500

All assignments are **REQUIRED** to receive a passing grade. All assignments are expected on the date due unless prior arrangements are made with the instructor BEFORE the date due. **No Exceptions!**

Grade	Percentage	Point Range
A	90 - 100%	450 - 500
B	80 - 89%	400 - 449
C	70 - 79%	350 - 399
D	60 - 69%	300 - 349
F	59% and below	299 and below

LASk 1303 Internship / Experience

Journal Entry Format

A weekly journal summary of internship activities and reactions to the internship experience must be submitted each week. There will be a total of four (4) journal assignments:

Journal Assignment	Due
I	6-24-92
II	7-08-92
III	7-22-92
IV	8-05-92

Follow the format below for journal assignments:

1. Describe job duties and responsibilities.
2. Discuss your progress on contract goals.
3. Identify new skill acquisition.
4. Identify skill areas that need improvement.
5. Discuss any disability related concerns.
6. Other reactions.

APPENDIX K:

Campus Units/Other Organizations Which Received Consultations

University of Minnesota Units Which Received Consultations

Academic Advising Network
Alumni Association
Alumni Relations
African American Learning Resource Center
Asian/Pacific Islander Learning Resource Center
Biological Process Technology Institute
Carlson School of Management Career Development Office
Carlson School of Management Undergraduate Studies
Chicano/Latino Learning Resource Center
College of Agriculture
College of Biological Sciences
Center for Children & Youth with Chronic Illness and Disabilities
College of Education Career Services (Education Student Affairs)
College of Human Ecology Career Placement Office
College of Liberal Arts Career Development Office
College of Veterinary Medicine Library
College of Veterinary Medicine Student Affairs
Continuing Education and Extension
Continuing Education and Extension Counseling
Disabled Student Cultural Center
Dental Hygiene Program
Diversity Institute
Educational Development System
Financial Aid Office
Foundation Office
Gay, Lesbian, Bisexual, Transgender Program Office
General College
Global Campus
Hospital-Human Resources Department
Housing Services
Human Resources Office
Institute on Community Integration
Institute of Technology Placement Office
Intercollegiate Athletics
Law School Career Planning and Placement Office
Lutheran Campus Ministry
Martin Luther King Program
Native American Learning Resource Center
Office of International Education
Office of the Vice President for Student Affairs
Office for Special Learning Opportunities
Opthamology Department
Physical Therapy
Pre Major-Advising
School of Journalism
School of Public Health
Student Employment Center
University Counseling Services
University of Minnesota at Crookston
Women's Center

Organizations in Minnesota Which Received Consultations

A.H. Wilder Foundation
Augsburg College -Career Development Services
Barbara Jerich and Associates
Carlson Marketing Group
Check Technology-Human Resources
Division of Rehabilitation Services (DRS/SSB)
First Bank System-Human Resources
Genetic Laboratories Wound Care
HIRED
Homeward Bound
Honeywell Inc.
IDS- Human Resources
IDS-Materials Management
Interhealth
Jewish Family Services
KARE Television
Kelly Services Inc.
Marriott Minneapolis City Center
Metro State University
Minnesota Department of Health
Minnesota Disability Law Center
Minnesota Services for the Blind
Minnesota State Council on Disabilities
Minnesota Public Interest Research Group
Orton Society-Center for Lifelong Learning
PACER Center
Proex Photo Systems
Ramsey County
Target Stores
Twin Cities Public Television
Unlimited Boundaries

Out of State Organizations Which Received Consultations

Arkansas State University
Armstrong State College
California State University
Calvin College
Central Community College
College of Dupage-Central Campus Counseling
Cornell University-Career Services
Eastern Washington University
Easter Seal Society
Fashion Institute of Technology
Fitchburg State College-Office of Disabilities
Graduating Engineer Magazine
Grand Valley State University-Office of Academic Support (OAS)
Harper College
HEATH Resource Center
Keene State College
Marquette University-Disability Services
Mesa Community College-Special Services
Michigan University of North Carolina
Minot State University-Student Development Center
Mississippi State University-Counselor Education Department
Montana State University
Mt. Baker High School
National Center of Disability Services
New York Institute of Technology-Career Development
Northeast Metro Technical College
Northern Kentucky State Technical School
Ocean County College-Disability Resource Center
Ohio State University
Okanagan University College-Disability Services (Canada)
Oklahoma State University
Oregon Transition Systems Change Project-Oregon Dept. of Education, Special Education
Penn Valley Community College
University of Arizona-Center for Disability Related Resources
University of Arkansas
University of British Columbia-Student Counseling and Resource Center (Canada)
University of Colorado at Colorado Springs
University of Delaware
University of Florida-Department of Special Education
University of Illinois-Office for Special Populations
University of Massachusetts
University of Michigan-Services for Students with Disabilities
University of Michigan-Career Planning and Placement
University of North Carolina-Disability Services
University of Wisconsin at Stout-Projects with Industry
Santa Barbara College
Shepard Spinal Center
Southwest Texas State University
Special School District of St. Louis County
Springfield Technical Community College
St. Petersburg Junior College
State University of New York at Binghamton
State University of New York at Brockport-Student Support Services Program
State University of New York at Buffalo-Occupational Therapy
Texas Education Agency
Western Regional Resource Center
Whitwirth College

APPENDIX L:

Guidelines for Selecting Career Connections Participants

- The Career Development Process
- Career Connections Referrals

CAREER CONNECTIONS
THE CAREER DEVELOPMENT PROCESS

PURPOSE:

Career Connections is designed to assist students with disabilities in their career development and exploration process. Issues counselors are available to discuss include selection of academic major, potential career options, disability- related issues in the workplace, accommodations, and job search techniques.

RESPONSIBILITIES:

Counselors will assist students in making academic and career decisions. Through this process, students will explore and evaluate their education, training, work history, interests, skills, values and personal traits. Counselors will also assist students with the job search process by developing job seeking skills. Such activities include resume writing, interviewing skills, job locating techniques, and the application process. Counselors network with other community professionals who may be of assistance to students in their career development process. Appropriate referrals will be made if necessary.

The relationship is a collaborative one, and student participation in the process is voluntary. Counselors and students have found that the most beneficial results are achieved through active participation and commitment to the counseling process. Students are responsible for identifying key issues in their development and for communicating their needs to the counselor. In return, students agree to complete any necessary assessments, self-reports, or information gathering assignments. The process is designed to be tailored to the individual needs of the students and students will be encouraged to explore their thoughts and feelings about the world of work and their career concerns.

CONFIDENTIALITY:

Confidentiality will be maintained in the counseling relationship. Information provided or obtained during meetings with Career Connections counselors will remain private. Students may agree to the release of some information for purposes of consultation with other university staff or community organizations. Information is not released without written permission from the student.

Career Connections
Referrals

When making referrals to Career Connections, please check to make sure the student fits these criteria:

Step 1:

1.______ **Readiness for Career Planning/Exploration**
(The ability to follow through on career assignments/meetings.)

2.______ **Independence**
(The ability to use appropriate social judgment and demonstrate ability to function effectively in an academic and/or work environment.)

3.______**Self-advocacy**
(The ability to communicate required accommodations and career planning needs.)

4.______ **Support**
(The ability to seek out and follow though with friends, DRS counselors, UCS counselors etc... to resolve personal, interpersonal or psychological issues.)

5.______ **Motivation**
(The ability to establish goals and follow an action plan.)

6.______ **Maturity**
(The ability to exhibit age-appropriate behavior.)

Step 2:

______ If the student meets the above criteria and you believe the student would benefit from Career Connections, fill out CC application and send transcripts to Career Connections.

Step 3:

______ If the student needs personal counseling, which in your opinion would be in conflict with their career development process, refer them to University Counseling and Consulting Services or Boynton Health Center for long-term issues.

14. If you disclosed your disability, when did you disclose?

☐ During the orientation training
☐ During the first meeting
☐ During the second or third meeting
☐ During the fourth or fifth meeting
☐ During the last meeting

15. Which best describes the topics you discussed with your mentor? (check all that apply)

☐ Career planning
☐ Disability-related issues
☐ Job seeking skills
☐ Resume writing
☐ Other (please specify)________________________________

16. Which best describes the reasons you decided to participate in the mentoring program? (check all that apply)

☐ To learn about disability issues
☐ To assist a student's in his/her career planning
☐ To contribute to a student's learning
☐ To contribute back to the university/community
☐ As a favor to a friend
☐ Other (please specify)________________________________

17. During my participation in the Career Connections Mentoring program I (check all that apply)

☐ Met with my student/mentee at work
☐ Invited the student/mentee to spend the day job shadowing at my place of work
☐ Invited my student/mentee to meet with coworkers
☐ Was given time off work to meet with my student/mentee
☐ I did not meet with my student/mentee at work or on work time

18. As a result of my participation in the mentoring program, I (check all that apply)

☐ Feel more comfortable in working with people with disabilities
☐ Learned more about current needs of university students
☐ Learned more about why I entered my field in the first place
☐ Other (please specify)________________________________

19. Rate your overall satisfaction with the Career Connections Mentoring Program.

☐ Very satisfied
☐ Satisfied
☐ Somewhat satisfied
☐ Somewhat dissatisfied
☐ Not at all satisfied

**THANK YOU FOR HELPING US IMPROVE
THE CAREER CONNECTIONS MENTORING PROGRAM.**

Career Connections for University Students with Disabilities

Proposal Submitted to:
Postsecondary Demonstration Program
Office of Special Education Programs,
Office of Special Education and Rehabilitative Services,
U.S. Department of Education

Prepared by
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Disability
Services

UNIVERSITY OF MINNESOTA

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University of Minnesota

Abstract

The Office for Students With Disabilities at the University of Minnesota-Twin Cities proposes to develop, test, evaluate, and disseminate a model comprehensive, cooperative program for effective placement and job retention of postsecondary students with disabilities. The proposed model program is collaborative across a central service unit, collegiate internship and career development offices, alumni networks, and metropolitan area employers and service agencies.

The major program elements of the proposed OSERS project are summarized below.

- **Training and Orientation:** 1) disabilities seminars offered to 250-300 professionals, including career and placement counselors, internship coordinators and site supervisors, mentors, personnel staff, and employers ; 2) small group follow-up sessions; 3) development of training manual.

- **Employers on Campus:** 1) forums with students; 2) representation at career fairs; 3) Projects with Industry sessions with students.

- **Interagency Agreements:** 1) agreements between OSD, Divison of Rehabilitation Services, Projects With Industry, career planning/placement offices, student employment, internship programs, business groups.

- **Career Experiences:** 1) 75-90 students develop individual plans leading to eventual placement, based on career assessment and counseling; 2) activities include career development courses, mentorships, internships, part-time jobs, participation in employer forums, placement assistance, and follow-up job retention counseling.

- **Technical Assistance:** 1) consultation and technical assistance provided to those who are working with project participants; 2) development of a manual on accommodations in the workplace.

- **Dissemination:** 1) information on project provided to relevant clearinghouses and newsletters; 2) articles submitted for publication; 3) proposals submitted for conferences; 4) annotated bibliography submitted to ERIC annually; 5) training manual and job accommodations manual developed and disseminated.

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Overview and Summary

Under CFDA 84.078, the Office for Students with Disabilities at the University of Minnesota-Twin Cities proposes to develop, test, evaluate, and disseminate a model comprehensive, cooperative program for effective placement of postsecondary students with disabilities. The proposed model program is collaborative across a central service unit, collegiate internship and career development offices, alumni networks, and metropolitan area employers and service agencies. **The basic assumption is that by better tapping into and developing existing networks, those charged with support and development of persons with disabilities in the postsecondary setting can achieve a high degree of efficiency and efficacy in appropriate job and career placement of students with disabilities.**

By proposing to develop and test this model in the context of a large, decentralized campus, we seek to build **replicable program elements** from which persons in other institutions can choose as best fits their needs as we disseminate our outcomes. **Dissemination** will provide descriptive, evaluative, and programmatic information for use by professionals in higher education settings and in the workplace. That is, in addition to providing much needed direct service to students locally, we will create materials and publications which describe what we do, why we do it, and what we have achieved to fulfill the charge of demonstration projects under OSERS guidelines. With significant experience and prior success in so disseminating the results of demonstration projects, we offer the following proposal under both the service and demonstration rubrics of CFDA 84.078.

The **major program elements** of the proposed OSERS work are summarized below. These key elements are treated in detail in the work plan and objectives, later in the proposal.

The goal of the project will be to empower:

- Postsecondary service providers to more effectively counsel, advise and place students with disabilities

- Employers to tap the underutilized resource of individuals with disabilities and to find ways for these individuals to maximize their productivity in the workplace
- Students with disabilities to access opportunities and accommodations both on campus and in the workplace

The strategy of the project will be to:

- Train existing personnel on campus to provide appropriate and effective service to persons with disabilities
- Build on existing relationships between the University of Minnesota Office for Students with Disabilities (OSD) and career-related offices on campus
- Cultivate new relationships with additional programs on campus and business groups in the community. For example, access employers through the alumni association.
- Establish a network of skilled personnel who will continue to work for the career success of students with disabilities after the grant ends
- Develop a staff position within OSD to continue to coordinate these efforts after the grant ends

Training and Orientation

1. Disabilities Seminars

One half day introductory session offered once per quarter. First year seminars will be on campus. Second and third year, some seminars at business host sites. CEU's arranged for when possible. Project staff will work with Projects with Industry (PWI) to jointly sponsor some of the seminars. Institute on Community Integration, Department of Educational Psychology, U of M, is available to provide trainers for some sessions. Students participating in the project will also be invited and coached to make presentations at the seminars.

Offered to the following groups:

Year One:

- U of MN Career Network (representatives from the 17 different placement offices on campus and from other offices on campus which provide advising and career counseling.)

- U of MN Student Employment staff
- U of MN Internship Coordinators
- Mentors (drawn from the public and private sectors in the community)
- Internship site supervisors in business and industry

Year Two:

- Orientation for new individuals in above categories
- U of MN career planning/placement/counseling personnel who were not reached through the Career Network training
- U of MN Personnel Office
- Human resource departments at selected internship sites
- U of MN advising network

Year Three:

- Orientation for new individuals in above categories
- Business groups and organizations (e.g. Chamber of Commerce, Twin Cities Personnel Association, Honeywell, Interhealth, Wilder Foundation)

2. **Topics** for disabilities seminars:

- Characteristics of adults with disabilities
  (physical disabilities, learning disabilities, sensory impairments, head injuries, psychiatric disabilities, chronic illnesses)
- Common misconceptions about people with disabilities
- Legislation protecting the rights of persons with disabilities
  (MN Human Rights Act, Section 504 of Rehabilitation Act, Americans with Disabilities Act)
- Accommodations appropriate to the classroom and the workplace
- Counseling, advising and placing individuals with disabilities

- Job retention and advancement issues for employees with disabilities

3. **Mentorship training**

   Additional one-half day offered once per quarter on topics specific to mentors:

   - Purpose of mentorship
   - The role and responsibilities of the mentor
   - Responsibilities of the student
   - Establishing a mentoring relationship
   - Resources for the mentor

4. **Follow-up group problem solving sessions**

   Offered twice per quarter on U of M campus and at business sites

   Informal sessions for personnel involved with our students to discuss common concerns. A brief topical presentation following up on the initial seminar will also be made, based on requests of the group.

5. **Training manual** to be developed for use after the project ends, for yearly new staff orientations and for additional companies/business groups

Employers on Campus

1. **Campus forums with employers (6 per year)**

   Representatives from employer groups talk informally over lunch with groups of students with disabilities. Discuss opportunities in their career area, possibilities for accommodations for specific disabilities. Answer students' questions about their company or organization. Employer representatives will be recruited through alumni association, business contacts through PWI, placement and internship offices and our own business contacts (e.g. Interhealth, Honeywell, Twin Cities Personnel Association).

2. **Monthly individual sessions with Projects with Industry**

   Representatives from PWI meet with individual students regarding placement issues. PWI provides job leads, counseling, contacts.

3. **Career fairs** (2-3 per year)

Persons with visible disabilities represent various companies at career fairs already scheduled on campus (e.g. College of Liberal Arts, Carlson School of Management, Institute of Technology). They share what accommodations they have used in the workplace.

4. **Mentorships** - described under Career Experiences

Interagency Agreements

Agreements concerning responsibility for referral, placement, and follow-up of students with disabilities will be made concerning such issues as participation in training and orientation, use of technical assistance, accessibility of programs and jobs, participation on an advisory committee. Agreements will be made between OSD and the following groups:

Year One:

- Expand and formalize relationship with Division of Rehabilitation Services, PWI, and State Services for the Blind
- Develop agreements with campus career planning and placement offices, campus student employment office, and campus internship programs

Year Two: Continue to develop the above relationships and add agreements with:

- Campus personnel office
- Counseling and advising offices

Year Three:

- Expand two way agreements between OSD and another agency to three way agreements (eg PWI, U of M placement office, OSD)
- Develop agreements with personnel and business coalitions (eg Mpls Chamber of Commerce)

Career Experiences for Students

Over three years, 75-90 students will be selected to participate in the project. To participate, students must be eligible for OSD services (have a documented disability), agree to participate in all career experiences they select for their individual plan, and have a goal to obtain a full-time job after completion of their education. Preference given to juniors and seniors. Over the three years, the participants will reflect the proportion of different disability areas utilizing OSD services.

A new cohort of 25-30 students each year will be offered an array of career development activities. Each student will develop a written plan with project staff indicating which activities are most appropriate for him or her. Plan will be developed based on counseling and assessment through Career Resources Center. Students who enter the project the first year will remain participants throughout the three years. Second year students will participate for two years. OSD will continue to provide follow-along and follow-up counseling for third year participants after the life of the grant. The following activities will be offered:

- **Career diagnostic assessment and consultation**
- **Development of individual plan**
- **Three course career development sequence**
  1) Career planning
  2) Job seeking/keeping skills
  3) Internship experience

- **Internship experience** (either through career development sequence, through required internships in their major area, or through other internship programs available (such as U-YMCA's metro internship program, OSLO (Office for Special Learning Opportunities), or State Services for Blind internship program. Project staff will work closely with internship coordinators and site supervisors to assist in appropriate placement and accommodations. Internship sites will be screened before placement, evaluated after the first 10 days, midpoint during the internship and at the end of the internship.

- **Mentorship experience:** Student paired with a mentor who is successfully working in student's field of interest. When possible, a mentor will be chosen who also has a disability. The mentor will meet with the student on a regular basis over a one to two year period. Mentors will be drawn from Alumni Association (18 collegiate societies, many have mentorship programs) and from other contacts in public and private sectors.

- **Part-time job through student employment:** Project staff will work with student employment to find appropriate placements for project participants. They will continue to provide technical assistance to site supervisor and student employment staff, along with ongoing job keeping counseling to the student. **See letter of commitment.**

- **Ongoing counseling and follow-up counseling:** OSD counselor provides direct bi-monthly counseling to the student related to all project activities.Counselor provides referral to and liaison with other agencies when needed. Counselor works closely with appropriate placement service. Counselor continues to provide follow-up counseling after the student leaves school and gets a full-time job.

- **Participation in employer forums,Projects with Industry (PWI) sessions and career fairs (described previously).**

- **Placement assistance** through their major area's placement office, Division of Rehabilitation Services, and Projects with Industry. OSD will provide consultation and technical assistance to collegiate placement offices as needed.

- **Access to other campus offerings:** Students will be encouraged to participate in campus activities which will develop their leadership skills, build self-confidence, and develop work-related and job-seeking/keeping skills, such as Student Organization Development Center, Career Resource Center workshops, student government programs, and CLA's informational interviewing resource directory. They will also be invited to make presentations at the disabilities seminars.

Technical Assistance

1. **Consultation and technical assistance** provided on a regular basis to personnel working with project participants, including:

- Counselors/advisors in career network
- Student employment counselors and site supervisors
- Internship site supervisors and campus coordinators
- U of MN personnel staff
- Mentors
- Employers and prospective employers of project participants

2. **A manual on accommodations in the workplace** will be developed and disseminated to all who have participated in the project - employers; placement, counseling, advising personnel; internship supervisors and coordinators; and individuals with disabilities.

Advisory Committee: An advisory committee will meet bi-annually to provide feedback and suggestions regarding project activities. Advisory committee will include representatives from:

- University of Minnesota
  College Placement Offices
  Student Employment Offices

Personnel Office

Career Resources Center

Office for Special Learning Opportunities

- Community

  Projects with Industry

  Chambers of Commerce

  Division of Rehabilitation Services

  State Services for the Blind

  State Council on Disability

  Twin Cities Personnel Association

Plan of Operation

The work proposed will result in designing, implementing, evaluating, and disseminating a comprehensive model program for efficient, effective cooperative occupational and career placement of postsecondary students who have disabilities. In this section, **program activities featuring direct service of students and technical assistance to career placement officers and employers** are featured. Outcomes delineating **local impact** are treated via the objectives in this section. Those aspects of the plan of operation outlining **broad impact via dissemination** of project findings and materials, and those focussed on **evaluation**, are treated separately, but should be seen in terms of the overall plan.

In this section, program features mentioned in outline form in the overview and summary at the start of the proposal are expressed in terms of **objectives**, with activity outline or, where appropriate, specific action steps. Please see, in addition, the **schematics** (at the next page) which give visual representation of the program concept and plan of operation:

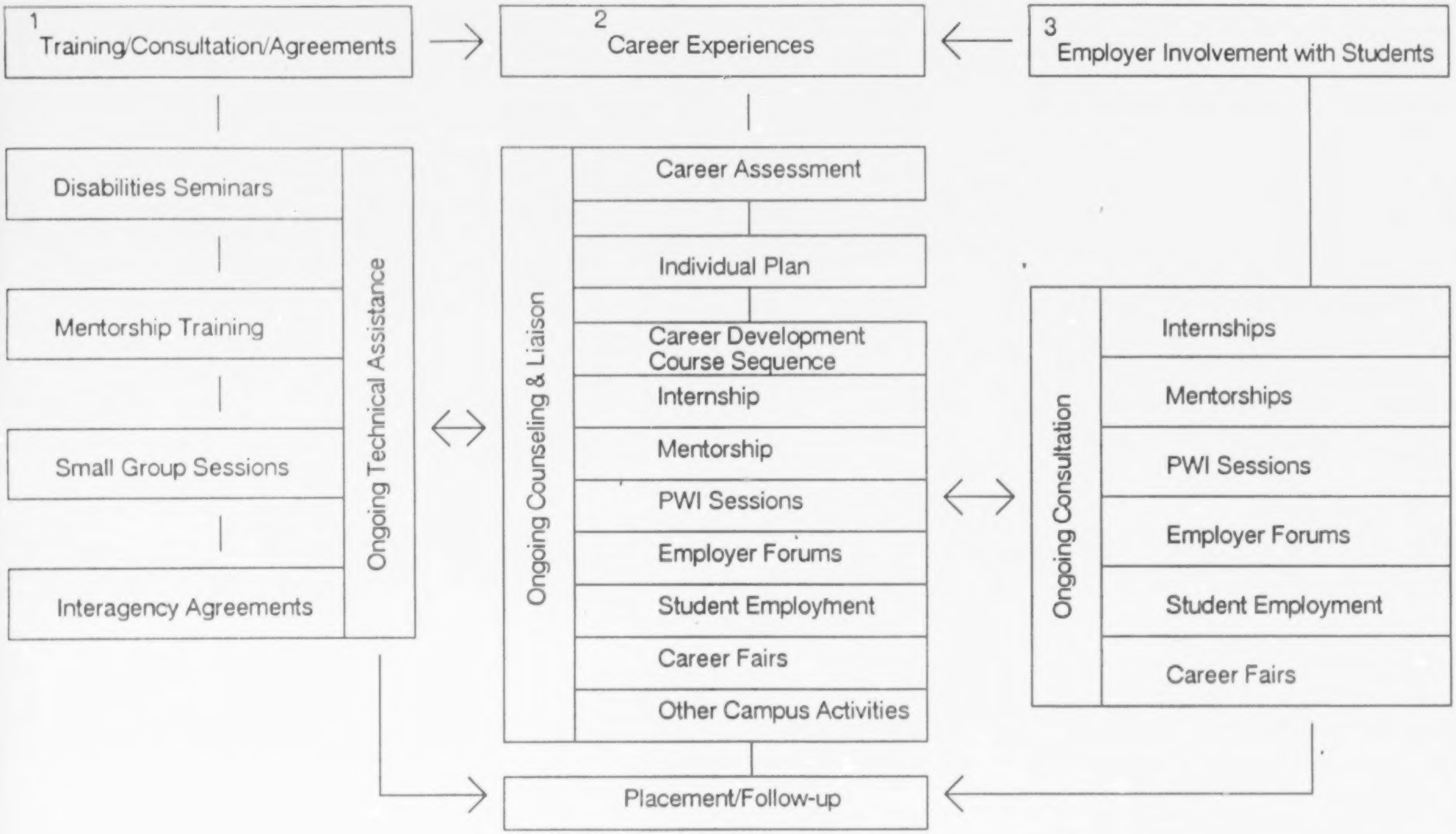
- "Project Model: Career Connections for University Students with Disabilities"
- "Year One Timeline and Basis for Year Two and Year Three"
- "Network of Office for Students with Disabilities (OSD) for Career Connections Project."

The project is divided into three overlapping components:

- **training and consultation with campus career and placement network;**
- **intense career immersive experiences for students who have disabilities;** and
- **employer involvement with students.**

The three components of the work plan are interactive, and together bring to bear on the problem a coordinated effort to make most efficient use of significant resources now in place but not yet coordinated or skilled in ways which might make them capable of addressing the need. **This element -- redirecting the activities of**

Project Model: Career Connections for University Students with Disabilities



1 Training/Consultation/Agreements

Disabilities Seminars

Mentorship Training

Small Group Sessions

Interagency Agreements

Ongoing Technical Assistance

2 Career Experiences

Ongoing Counseling & Liaison

Career Assessment

Individual Plan

Career Development Course Sequence

Internship

Mentorship

PWI Sessions

Employer Forums

Student Employment

Career Fairs

Other Campus Activities

3 Employer Involvement with Students

Ongoing Consultation

Internships

Mentorships

PWI Sessions

Employer Forums

Student Employment

Career Fairs

Placement/Follow-up

---

[1] For placement, student employment, & internship personnel; advisors; business groups; mentors; human resources professionals.

[2] 25-30 students - year 1
25-30 students - year 2
25-30 students - year 3
75-90 students TOTAL

[3] Employer involvement through alumni associations, internship programs, business groups.

Year One Timeline and Basis for Year Two and Year Three

8/91 9/91 10/91 11/91 12/91 1/92 2/92 3/92 4/92 5/92 6/92 7/92

Start up: Hire staff

Advisory Committee
Form advisory committee
First meeting
Second mtg

Training
Plan first seminar
Present first seminar
Plan mentor training
Conduct follow-up small group sessions
Present mentor training
Continue follow-up small group sessions……
Repeat mentor training
Compile materials into first draft of training manual

Employers on Campus
Plan campus forums
Meet w. career fair committees
Recruit reps for career fairs
Conduct forums
Recruit mentors
Career fairs……
Continue forums……
Implement mentorships……
Compile materials for year 2 and dissemination
PWI sessions will take place throughout the year in an ongoing relationship……

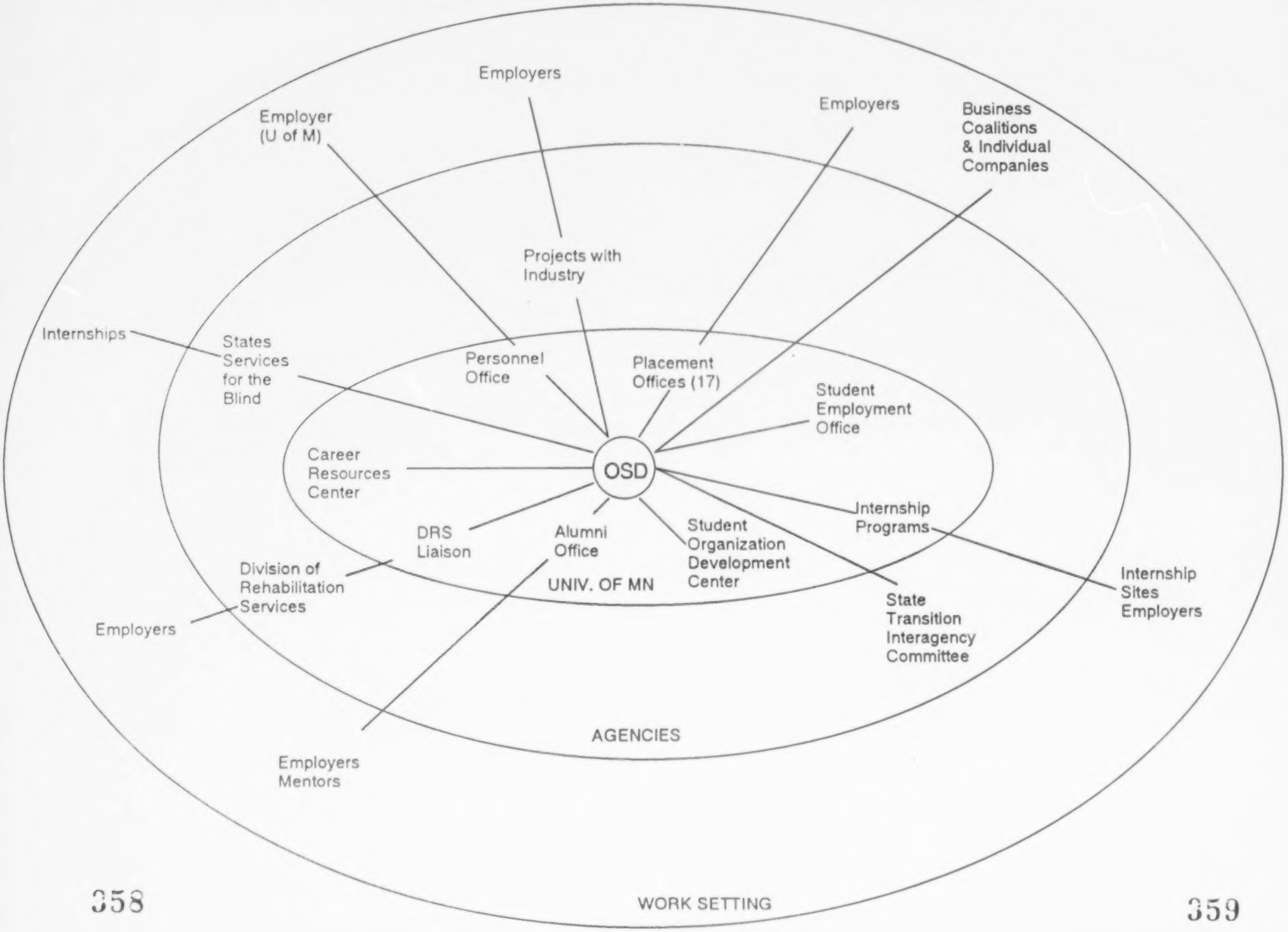
Interagency Agreements
Develop agreements w. student employment & internship offices....Develop agreements with placement offices, DRS, PWI, State Services of Blind

Technical Assistance
Provide assistance to those involved with project students on campus and off campus
Compile material for job accommodation manual

Dissemination
Informational articles and press announcements local, on campus
Submit AHSSPPE conference proposal for 1992
Information to interagency/advocacy groups
Submit National Assn. of Developmental Education conference proposal for 1992
Descriptive article to journal and ERIC Clearinghouse
Write and submit process article

areer Experience tudent activities
Recruitment and selection
intake interviews & pre-survey
Career assessments, develop individual plans
revise individual plans
Career development course sequence
Fall quarter course 1
Winter quarter course 2
Spring quarter course 3 (internships)
Planning for internships
Program internships……
Mentorships……
Student employment placement and follow-up……
Projects With Industry sessions and employer forums……
Career fairs ……
Placement assistance ……
Other campus activities will be scheduled throughout the year as contacts with the various offices allows for it.

Network of Office for Students with Disabilities (OSD) for Career Connections Project


Employers
Employer (U of M)
Employers
Business Coalitions & Individual Companies
Projects with Industry
Internships
States Services for the Blind
Personnel Office
Placement Offices (17)
Student Employment Office
Career Resources Center
OSD
Internship Programs
DRS Liaison
Alumni Office
Student Organization Development Center
Division of Rehabilitation Services
UNIV. OF MN
State Transition Interagency Committee
Internship Sites Employers
Employers
AGENCIES
Employers Mentors
WORK SETTING

professionals now in place and employers now open to campus-based recruitment and assistance -- is key, for through it the placement of students with disabilities becomes centered in the career networks (with appropriate support) rather than the province of separate, marginalized entities.

Objectives and work plan

A. Training and Orientation

1. **Disabilities Seminars :**

Objective: During each academic quarter in each project year (three times per year), offer a one-half-day training seminar to groups listed below, providing overview of key issues. Each of the three seminars will be repeated two times. The seminars are preparatory to extensive follow-up, below.

Key issues to be covered include:

- Characteristics of adults with disabilities
  (physical disabilities, learning disabilities, sensory impairments, head injuries, psychiatric disabilities, chronic illnesses)
- Common misconceptions about people with disabilities
- Legislation protecting the rights of persons with disabilities
  (MN Human Rights Act, Section 504 of Rehabilitation Act, Americans with Disabilities Act)
- Accommodations appropriate to the classroom and the workplace
- Counseling, advising and placing individuals with disabilities
- Job retention and advancement issues for employees with disabilities

Activities

Reconfirm list of campus network of career and placement coordinators housed in the various colleges and programs (done 1/91).

First year seminars will be on campus. In the second and third year, some seminars at business host sites.

CEU's arranged for when possible and appropriate.

Project staff will work with Projects with Industry to jointly sponsor seminars as appropriate.

Institute on Community Integration, Department of Educational Psychology, University of Minnesota, provides trainers for some sessions.

Detail work -- preparation of materials, room assignment etc.

The orientation seminar will include the following groups:

Year One (on campus):

- U of MN Career Network (sixty-one separate offices)
- U of MN Student Employment staff
- U of MN Internship Coordinators
- Mentors
- Internship site supervisors in business and industry

Year Two (on campus and at employer sites):

- Orientation for new individuals in above categories
- U of MN career planning/placement/counseling personnel who were not reached through the Career Network training
- U of MN Personnel Office
- Human resource departments at selected internship sites
- U of MN advising network

Year Three (on campus and at employer sites):

- Orientation for new individuals in above categories
- Business groups contacted through relationships developed with career offices and internship programs (e.g. Chambers of Commerce, Twin Cities Personnel Association)

Personnel responsible: Director, Career Experiences Coordinator (CEC), Trainer

Consultant, OSD staff as needed

Evidence of Completion of activity and objectives: Project files will contain a log of all training sessions and scheduled follow-ups summarizing activity and listing participants; materials prepared for seminars are archived and dated, some for use in training manual

2. **Mentorship training**

Objective: In consultation with PWI, University Alumni, and Placement Counselors in the University network, by January 1 of each project year identify and recruit 18-24 career mentors from the public and private sectors for individual students.

Objective: From January to April of each project year, conduct three to six mentoring training seminars for small groups of mentors covering as core:

- Purpose of mentorship
- The role and responsibilities of the mentor
- Responsibilities of the student
- Establishing and maintaining a mentoring relationship
- Resources for the mentor

Personnel responsible: Director, CEC

Evidence of Completion of activity and objectives: Log names, addresses, phone, affiliation, and occupational area of 18-24 mentors for project files; seminar logs contain summary of topics covered, participants; seminar materials archived for possible use in training manual

3. **Follow-up problem solving sessions for UM network personnel and mentors in business and industry**

Objective: Twice each quarter (6/yr) of project year after January, 1992, provide small group follow up to campus trainees and business mentors.

These scheduled meetings will be sessions for personnel involved with our students to discuss common concerns and extend their skills into new areas of need. Typically, they will include a brief topical presentation following up on the initial seminar based on requests of the group.

Personnel responsible: Director, CEC

Evidence of Completion of activity and objectives: meeting summary logged in project files

4. **Individual follow-up with trainees and mentors**

Objective: Monthly, at scheduled times, initiate phone follow-up with each trainee and mentor for individual problem-solving or requests for further information.

Follow-along insures continued growth and maintenance activity; smoothes disruptions from personnel changes, illness, reassignments etc.; maintains flow of information between group follow-up.

- Compile and update active phone lists
- Use each phone contact to schedule next contact
- Use phone follow-up for problem-identification, recruitment of new mentors or recent counseling staff hires

Personnel responsible: Director, CEC

Evidence of Completion of activity and objectives: log of phone contacts

5. **Training manual**

Objective: By month 11 of year 1, have compiled the first draft of a training manual which brings together all seminar materials, background readings, and procedures assembled in the first year.

Objective: By month 6, year 2, have attached appropriate narrative apparatus and explanatory material so that training manual has shape and substance apart from local application.

Objective: By month 12, year 2, circulate draft of training manual to volunteer network members, mentors, and colleagues on other campuses identified through OSERS Director's meeting and AHSSPPE for formative reaction preparatory to revision.

Objective: By month 9, year 3, have revised and completed training manual ready for dissemination via ERIC and conference mailing lists at cost.

- Gather/create materials and evaluate utility during seminars;
- Gather copyright releases as needed for background readings to be included;
- Use questionnaire among OSD staff, network, and mentors to solicit best advice on materials and approaches for training manual;
- Test draft material informally among network and colleagues as written;
- At OSERS Project Director's meetings, solicit and gather names and addresses of colleague Directors who will review draft material as developed;
- Use Dissemination Consultant to refine draft and presentation as developed toward final draft;
- Announce availability via conferences and newsletters (hard copy and disk).

Personnel responsible: Director, Dissemination Consultant, RA, all staff as contributors of material

Evidence of Completion of activity and objectives: by named dates, draft developed as stated; disseminated as listed, with log in project records

B. Employers on Campus

1. Campus forums with employers

Objective: six times in each of three project years, bring employers from the community to campus to provide information to students and staff and to enter informal mentoring relationships for follow-up.

Representatives from employer groups talk informally over lunch with groups of students with disabilities. Discuss opportunities in their career area, possibilities for accommodations for specific disabilities. Answer students' questions about their company or organization. Employer representatives will be recruited through alumni association, business contacts through PWI, placement and internship offices and our own business contacts (e.g. Interhealth, Honeywell). See letters in appendix from University of Minnesota Alumni Director, Minneapolis Chamber of Commerce, others.

Personnel responsible: Director, CEC

Evidence of Completion of activity and objectives: Log 18 campus forums, listing names and affiliations of employer participants and student/staff in attendance for project files.

2. Monthly individual sessions with Projects with Industry

Objective: Once each month, from January, 1992, through June, 1994, the project will host a formal on-campus meeting involving Projects with Industry personnel, participating students as invited or arranged, and core staff from the project and appropriate career or placement office.

Representatives from PWI meet with individual students regarding placement issues.

PWI provides job leads, counseling, contacts.

Personnel responsible: CEC

Evidence of Completion of activity and objectives: Log all meetings, including participant names and affiliations, for project files.

3. **Career fairs**

Objective: Each project year, identify among the various on-campus career fairs three to be targeted for special enrichment in view of the special placement and career needs of students with disabilities.

Objective: For each targeted career fair, recruit at least two persons with disabilities in careers in relevant areas to represent their companies, their discussion to include presentation of accommodations and opportunities in the career area/company represented.

Background: each of the seventeen undergraduate colleges and professional schools offering baccalaureate degrees hosts career fairs for the upper division students, most at annual intervals, all on campus. As the student populations of persons with disabilities varies across these colleges, we will target those each year for special attention when the students with disabilities' interests will be so served.

The colleges most likely to have upper division students with disabilities in any year are the largest: College of Liberal Arts, Institute of Technology, Carlson School of Management, Education, and the undergraduate health professions (O.T., P.T. etc.).

Requires coordination from those in seminars outlined above and student input.

Personnel responsible: Director, CEC

Evidence of Completion of activity and objectives: annual report will list career fair detail; log participants from employer groups and student participation.

4. **Mentorships (see A.2, above)**

C. Interagency Agreements

Objective: over the three year life of the project (i.e. between August, 1991 and July, 1994), negotiate and codify cooperative agreements for the cooperative career development and placement of University of Minnesota students with public agencies and university offices, some 60 in total.

Agreements concerning responsibility for referral, placement, and follow-up of students with disabilities will be made concerning such issues as internships, mentoring, participation in training and orientation, use of technical assistance, accessibility of programs and jobs, participation on an advisory committee. Agreements will be made between OSD and the following groups:

Year One:

- Expand and formalize relationship with DRS, PWI, State Services for the Blind
- Develop agreements with campus career planning and placement offices, campus student employment office, and campus internship programs

Year Two:

Continue to develop the above relationships and add agreements with:

- Campus personnel offices
- Counseling and advising offices

Year Three:

- Expand two way agreements between OSD and other agencies to three way agreements (e.g. PWI, U of M placement office, OSD)
- Develop agreements with personnel and business coalitions (e.g. Mpls Chamber of Commerce)

The agreements will grow out of, reflect, and extend the relationships developed under the work plan for the activity funded, and will specify a working relationship which will survive beyond expiration of the OSERS funded work.

Personnel responsible: Director, CEC, Principal Investigator, Trainer, OSD Staff assigned liaison roles with DRS and PWI (Wolford), State Services for the Blind (Allegra) etc.

Evidence of Completion of activity and objectives: By July 31, 1994, memoranda of agreement reflecting above in project files and operational via OSD staff to be in place after federal funding.

D. Career Experiences for Students

Background: 75-90 students will be selected to participate in the project. To participate, students must be eligible for OSD services (have a documented disability), agree to participate in all career experiences they select for their individual plan, and have a goal to obtain a full-time (or, as appropriate, a permanent part-time) job after completion of their education. Preference given to juniors and seniors. Over the three years, the participants will reflect the proportion of different disability areas utilizing OSD services.

A new cohort of 25-30 students each year will be offered an array of career development activities. Each student will develop a written plan with project staff indicating which activities are most appropriate for him or her. Plan will be developed based on counseling and assessment through the Career Resources Center, unless student has already had extensive career guidance. Students who enter the project the first year will remain participants throughout the three years. Second year students will participate for two years. OSD will continue to provide follow-along and follow-up counseling for third year participants after the life of the grant.

1. Objective: In each of three project years, by September 30, 1991, 1992, and 1993, identify, recruit, and select **25-30 disabled student participants** who are juniors or seniors.

Devote attention to diversity across college of enrollment; major of study; gender; disability type; racial/ethnic diversity; occupational aspirations.

Personnel responsible: CEC, OSD staff

Evidence of Completion of activity and objectives: Within privacy restrictions, identify participants in project files by college, major, disability, demographics of gender, race, urban/rural residence, preferred accommodations, job history.

2. Objective: For each new participant student each year, develop a written **implementation plan** and calendar indicating which project services are appropriate and to be implemented.

Personnel responsible: CEC

Evidence of Completion of activity and objectives: Individual plan for each participant in project files by December 15 of each project year.

3. Objective: In project years two and three, review individual plan and preview appropriate activities for students who have not graduated or who, having graduated, might appropriately continue **individual plan** into period just after graduation.

Personnel responsible: CEC

Evidence of Completion of activity and objectives: Individual contacts logged and individual plans revised and date noted.

4. Objective: for students not already in possession of current and extensive equivalent, provide for each new project participant by January 30 of each project year a **career diagnostic assessment and consultation**.

Specifics:

An individual assessment of the student's career maturity will be conducted by the staff of the Career Resource Center, University Counseling Services, using both standardized inventories (Career Maturity Inventory, Career Decisions Scale, BEM Inventory, Adult Career Concerns Inventory) and a clinical interview. Such an assessment will focus on measuring the student's level of vocational development, vocational attitude, and competence in coping with vocational developmental tasks.

The information gained from such an assessment will then be used with the student to help in the design of their individual career plan.

By assessing the client's career maturity or progress in the career choice process, the program will identify the tasks that the students have mastered and are concerned about as well as the difficulties in coping and in decision-making. It is with this sense of where each individual student is developmentally that more efficient and effective career plans can be based.

Not only will the initial assessment be valuable for tailoring individual career plans it will also act as a pre-experience measure to compare with data collected in a post experience assessment conducted at the end of the program. Such an effort will help clarify the level and types of developmental progress the program participants have made.

Personnel responsible: Director, Career Resources Center-University of Minnesota

Evidence of Completion of activity and objectives: Assessment write-up in file of each student participant, or evidence of current equivalent.

5. Objective: Each student participant enrolls in, and at least 75 % complete, a three-quarter long **career development course** sequence. The sequence will be offered in each of three project years.

These courses are designed specifically for students with disabilities. In view of individual circumstances, some very few participants will exempt from course sequence at one quarter or another. (See course syllabi from pilot offerings in the appendix.) The three course sequence shifts its emphasis over the year to address, in turn:

1) Career planning

2) Job seeking/keeping skills

3) Internship experience

Personnel responsible: Trainer/consultant and Graduate teaching assistant; guest speakers and lecturers, various, from OSD staff, University faculty, business community. See letters of commitment in the appendix. See syllabi in the appendix.

Evidence of Completion of activity and objectives: Course enrollment records and grade sheets; course syllabi; all in project files.

6. Objective: By April 1 of each project year, new participants will identify and begin **internship** on or off campus in an area appropriate to their training, major of study, and career aspirations. Done in conjunction with course sequence, above, when appropriate.

Internships can be arranged through career development sequence, through required internships in their major area, or through other University internship programs available (such as U-YMCA's metro internship program, Office for Special Learning Opportunities, collegiate placement offices), or through community resources such as State Services for Blind internship program. Project staff will help develop internship sites and will work closely with internship coordinators and site supervisors to assist in appropriate placement and accommodations. Internship sites will be screened before placement, evaluated after the first 10 days, midpoint during the internship and at the end of the internship.

Personnel responsible: Director, CEC, Trainer/Consultant

Evidence of Completion of activity and objectives: A log of all internships, copies of internships contracts, evaluation notes all in project files.

7. Objective: By June 1 of the first year of participation, but sooner in most cases, each student for whom it is consistent with the individual plan, will be paired with a **mentor** who is successfully working in student's field of interest.

When possible, a mentor will be chosen who also has a disability. The mentor will meet with the student on a regular basis over a one to two year period. Mentors will be drawn from Alumni Association (18 collegiate societies, many have mentorship programs), Chamber of Commerce, and from other contacts in public and private sectors. The mentor pool will also provide personnel for career fairs as needed; see above. See letters in appendix.

Personnel responsible: CEC, OSD staff, Director

Evidence of Completion of activity and objectives: Mentoring logs in project files.

8. Objective: For each student participant for whom it is consistent with the individual plan (see above), project staff will work with the University of Minnesota Office for **Student Employment** to find appropriate placements for part-time paying positions, usually on campus at an appropriate time, for an appropriate amount of hours, and for an appropriate duration (no time specific indicated).

Project CEC will help outline and OSD staff will provide technical assistance to site supervisor and student employment staff, along with ongoing job keeping counseling to the student. See letter of commitment in appendix for detail.

Personnel responsible: CEC, OSD Staff

Evidence of Completion of activity and objectives: Individual student records in project files contain log of employment and accommodations used.

9. Objective: For each student participant, OSD staff provides **ongoing counseling and follow-up counseling** via at least 18 counseling interviews each year of

participation.

OSD counselor provides direct bi-monthly counseling to the student related to all project activities. Counselor provides referral to and liaison with other agencies when needed. Counselor works closely with appropriate placement service. Counselor continues to provide follow-up counseling as requested for up to one year after the student leaves school and gets a full-time (or, as appropriate, a permanent part-time) job. In this area, there is a good deal overlap between special project activities and regularly provided OSD services.

Personnel responsible: CEC, OSD staff

Evidence of Completion of activity and objectives: Student files log contacts; those with project-specific content are asterisked to differentiate from routine and to account for effort certification.

In addition, participant students with disabilities will have regular ongoing access to an environment of placement and career development enriched by project activities described in section A, above, and in section E, just below. To recap, this placement and career development environment includes typical services and those specifically related to project activities of training and coordination:

- Participation in previously described
  employer forums,
  Projects with Industry (PWI) sessions and
  career fairs.
- Placement assistance through their major area's placement office, with consultation to that office from project staff. Placement assistance also available from Projects with Industry and the Division of Rehabilitation Services.
- Access to other campus offerings: Students will be encouraged to participate in campus activities which will develop their leadership skills, build self-confidence,

and develop work-related and job-seeking/keeping skills, such as Student Organization Development Center, Career Resource Center workshops, student government programs, College of Liberal Arts' informational interviewing resource directory, etc.

E. Technical Assistance

1. Objective: On a regular and ongoing basis, in pursuit of successful completion of those objectives identified above, provide technical assistance in areas needed to those career, placement, mentor, and internship agencies and individuals working with project students.

Technical assistance audiences will include:

- Counselors/advisors in career network
- Student employment counselors and site supervisors
- Internship site supervisors and campus coordinators
- U of MN personnel staff
- Mentors
- Employers and prospective employers of project participants

Personnel responsible: PI, Director, CEC, Trainer/Consultant, OSD Staff

Evidence of Completion of activity and objectives: Log all technical assistance contacts and compile in project files.

2. Objective: Document technical assistance and materials provided to create a written record of strategies.

A manual on accommodations in the workplace will be developed and disseminated to all who have participated in the project -- employers; placement, counseling, advising personnel; internship supervisors and coordinators; and individuals with disabilities. **This manual will be a subset of the training manual and will be developed in tandem with that longer and more comprehensive**

resource. See Objective A.5, above, and the dissemination plan.

F. Advisory Committee:

1. Objective: By December 1, 1991 form a project advisory committee chaired by the PI and composed of members of the University community (including the Vice-President for Student Affairs and Director of the University Alumni Association), representatives from participating agencies, advocacy groups, and local employers.

2. Objective: In all three project years, the advisory committee will meet bi-annually to provide feedback and suggestions regarding project activities.

3. Objective: By July 31, 1994, have arranged that the advisory committee will remain constituted beyond OSERS funding in the Continuation Plan.

Personnel responsible: Principal Investigator, Director

Evidence of Completion of activity and objectives: membership list; meeting minutes in project files.

G. Management Plan

The workplan outlined above implies a plan of management in pursuit of project goals. Outlined below are details additional to those above fleshing out management particulars.

1. The Principal Investigator has overall responsibility for the proposed work. She reports to the Vice-President for Student Affairs and is final signatory for funded work.

2. The Director reports to the Principal Investigator. For the purposes of grant activity, all other grant-supported personnel report to the Director.

3. Management by collaborative consensus is the preferred mode of operation. To maintain communication, but to insure that time is not spent in mindless

meetings, the following management consultation schedule is proposed at the outset, to be modified as operations require or permit.

a. Core staff meetings involving all funded personnel will be held weekly during months 1-4 of funding, and twice monthly thereafter.

b. Quarterly budget conferences involving PI, Director, and budget administrator in Vice-President for Student Affairs office.

c. Effort certification as mandated by the University Office of Research and Technology Transfer Administration -- typically monthly -- via PI.

d. Dissemination meetings involving Director, Dissemination consultant, and, as needed, other staff twice monthly in months 1-4, 9, 21, 33-36; as needed in interim intervals.

e. Monthly phone contact between Director and OSERS Project Officer (Dr. Joseph Rosenstein).

f. Contact as needed with U.S. Department of Education grants specialist regarding fiscal administration.

g. Annual reports to OSERS as prompted.

h. In July of years one and two, a cyclic planning meeting involving core staff in view of annual formative evaluation report (see evaluation section of this proposal).

i. Research assistant maintains data base of all participating persons -- to include name, affiliation, phone, address, and other pertinent information.

j. Mailing list maintained in data base for correspondence and dissemination.

k. PI makes annual report to the University of Minnesota Senate Committee on Services to the Handicapped.

The Director is responsible for day-to-day operation of grant activities and for management of workflow.

H. Affirmative Action:

In all aspects of project activity, the program will address the needs of persons with disabilities. Statistics are not kept on incidence of service provision under OSD by race or ethnicity. In its affirmative action policies, however, OSD and project staff are bound by and operate under all University guidelines and procedures relative to diversity.

In hiring project staff, the project is bound by the thoroughly formulated procedures for affirmative action governing all aspects of non-student hires. The procedures constitute a three-inch ring binder of procedures, forms, requirements, and goals, and is not included here. But in addition to the two named staff (Principal Investigator Kroeger and DRS Liaison Wolford) who have disabilities, the known pool of interested parties and potential applicants for the Career Experiences Coordinator position, the Graduate Teaching Assistant position, and Research Assistant position includes qualified persons with disabilities. Any appointment to open positions must, of course, be the outcome of a search performed in accordance with and approved by the Office for Affirmative Action.

Quality of Key Personnel

The personnel who will carry out the workplan form a compatible team with complementary strengths and training. Their combined abilities will help to insure timely completion of the work plan at a level of quality that will

- create a successful collaboration in design, implementation, and evaluation of the proposed work;
- help insure continuation for key elements of the funded work beyond the duration of OSERS funding; and
- lead to thorough dissemination of project components as described in the dissemination plan.

The project director, **Elizabeth Aune**, has served as staff on a previous successful OSERS demonstration project (Transition Project for Learning Disabled Youth, University of Minnesota, 1986-1989). She is currently implementing a local outgrowth of that OSERS project via a State of Minnesota funded technical assistance project to implement staff training in all of Minnesota's Technical Colleges during 1989-1991. From 1984-86, Ms. Aune directed an interagency JTPA-funded project which combined direct service and inservice training to improve job placement for two- and four-year college graduates with learning disabilities. Ms. Aune has done dozens of professional development workshops for educators and trainers; she has presented at national conferences; she is the author of four articles related to the education, employment, and transition of persons with disabilities; and is co-author of a curriculum with Jean Ness, Tools for Transition: Preparing Students with Learning Disabilities for Postsecondary Education.

The Dissemination Consultant, **Dr. Terence Collins**, is Professor and Division Head in the General College of the University of Minnesota. He has served as Principal Investigator of three successful OSERS demonstration projects between 1985 and 1991 (The Learning Disabled College Writers' Project; The Transition

Project for Youth with Learning Disabilities; and Project EXTRA, now in its second year of funding). Collins' OSERS projects have three times been featured projects of the Illinois Transition Institute program at the OSERS Project Directors' annual meeting, and have resulted in extensive evaluation and dissemination (as listed in detail in the appendices). He is author of some thirty articles and a textbook, and has given papers and workshops at a range of professional forums. He is the recipient of the Horace T. Morse Award for Outstanding Contributions to Undergraduate Education.

The Principal Investigator is **Dr. Sue Kroeger**, Director of the Office for Students with Disabilities, University of Minnesota. In this capacity, she is the central line officer responsible for all facets of services to students with disabilities on the Twin Cities Campus, with its 50,000 students, and serves as coordinator of service directors across the four regional campuses in rural Minnesota. Her office serves over 1,000 students directly each year. She is active with AHSSPPE and serves on the local arrangements committee for the 1991 convention. In addition, Dr. Kroeger has written four articles on various aspects of rehabilitation and service delivery, and regularly leads workshops and speaks to varied audiences.

The Trainer/Consultant is **Susan Aase**, currently Assistant Director of the Office for Students with Disabilities and coordinator of services to Learning Disabled Students in the Office for Students with Disabilities. She is the faculty leader of the the pilot three-course sequence on career development and students with disabilities. In addition, Ms. Aase has done extensive curriculum development in areas of accommodation and career development. She has made numerous presentations at conferences and workshops on transition and disability. She is on the program and local arrangements committees for the 1991 AHSSPPE Conference, and is co-author of a textbook in progress.

The individual assessment consultant is **Dr. Kevin Nutter**. He is a professional counselor and director of the Career Resource Center, University of Minnesota counseling Services, and is associated with Assessment and Vocational Services, a rehabilitation and outplacement counseling firm (it is in his role in the University of Minnesota that he is to be affiliated with the OSERS work). Dr. Nutter has presented his work in counseling, career development, organizational development, and disabilities at many sate and national conferences.

Credentials of OSD staff who will participate in the work plan are reviewed in view of their involvement in the funded work:

Barbara Blacklock, BS criminal justice and psychology from Michigan State University and a MA in Rehabilitation Counseling from Michigan State University. Barbara has also obtained licensure from the State of Minnesota as a Licensed Independent Social Worker (LISW). In addition, Barbara is a Certified Rehabilitation Counselor (C.R.C.) which is a national certification. She has taught job seeking skills courses at the Minneapolis Rehabilitation Center and career development seminars at the University of Minnesota. In addition, she has provided vocational counseling services to students with disabilities at the University of Minnesota for the past ten years.

Linda Wolford is the Coordinator of General Services/Division of Rehabilitation Services Liaison Counselor. She has a BA in Criminal Justice Studies and a Master's in Rehabilitation Counseling from St. Cloud State University. Linda has worked as a Work Adjustment Training counselor with people with developmental disabilities and psychiatric disabilities which included doing job-seeking skills training and job placement. She has taught classes in the Human Relations Department at St. Cloud State and worked for the Minnesota State Council on Disability as an Information and Referral Specialist. She has worked at OSD nearly two years with students with a wide range of disability conditions including mobility impairments, head injuries, psychiatric disabilities, chronic illness and chemical dependency. She has substituted as an instructor for OSD's Career Development course.

Richard Allegra has been an Education Specialist for students with sensory impairments in the Office for Students with Disabilities since July 1989. Some of his duties include providing advocacy services, academic advising and career counseling. He has a Master of Science degree in Rehabilitation Counseling from San Francisco State University. His work experience includes teaching independent living skills to foreign-born deaf students as well as preparing disabled adults for job placement.

The major position in the proposed work not yet identified is the Career Experiences Coordinator. This position will be searched in accordance with guidelines and procedures outlined by the University of Minnesota Affirmative Action Office.

The proposed staff have balanced strengths. In their previous attention to the issues to be addressed by this workplan and through their previous successful work in OSERS demonstration projects, the staff have shown considerable likelihood of bringing the work to a successful conclusion as outlined in the work plan.

Proposed Job Descriptions

All named positions (see budget) are described by functional outline below. When the person to fill the position has been identified, the name is provided. Positions without names attached are to be filled after funding.

Principal Investigator (Dr. Sue Kroeger) will oversee and hold responsibility for:

1. Operation of project activities
2. Research conducted within the project
3. Management of personnel
4. Management of budget and reporting to administrative/fiscal offices
5. Initiation of fund raising to continue the activities after the grant period
6. Development of interagency agreements with cooperating organizations

Dissemination Coordinator/Editor (Dr. Terence Collins):

1. Provide technical assistance in the planning of dissemination activities
2. Serve as editor for all written materials disseminated through the project
3. Assist in the preparation and writing of proposals for future funding

Project Director (Elizabeth Aune):

1. Supervise and coordinate the activities of project personnel
2. Supervise the keeping of records and collection of data
3. Prepare reports and proposals requested by the Department of Education
4. Coordinate training and consultation activities described in the work plan
5. Coordinate the development of interagency agreements
6. Coordinate the development of training and job accommodations manuals
7. Work with staff in preparation of conference proposals, articles, and information on the project for dissemination
8. Assist in hiring of project personnel

Career Experiences Coordinator:

1. Coordinate recruitment and selection of student participants
1. Coordinate student activities outlined in the work plan

2. Coordinate mentorships and student employment opportunities
3. Serve as a liaison between OSD counselors and other campus/employer personnel participating in project
4. Arrange for employer forums
5. Arrange for persons with disabilities to be represented at career fairs
6. Assist in the development of training and job accommodations manual
7. Assist in the delivery of disabilities seminars
8. Keep records required by the workplan

Trainer/Consultant (Susan Aase):

1. Present at disabilities seminars
2. Contribute to the development of training and job accommodation manuals
3. Provide follow-up technical assistance through small group sessions and individual consultations
4. Supervise career development course sequence and internships

Graduate Teaching Assistant:

1. Teach career development course sequence
2. Coordinate internship experiences
3. Keep records as required in the work plan
4. Assist with other project activities as needed

Career Resources Center Director (Dr. Kevin Nutter):

1. Provide initial career assessment to project participants
2. Provide consultation to student and OSD counselor regarding results of assessment
3. Facilitate access to Career Resources Center activities to project participants
4. Guest lecture/present in career development course sequence

OSD Counselors (Blacklock, Wolford , and Allegra):

1. Provide counseling for project participants in their disability area
2. Develop individual plan with each student

3. Provide technical assistance and consultation regarding project participants to placement counselors, internship coordinators/site supervisors, and employment supervisors
4. Participate in training sessions when appropriate
5. Encourage and facilitate student participation in project activities
7. Keep records of counseling and technical assistance provided

Research Assistant:

1. Collect baseline data as outlined in evaluation plan
2. Develop data collection system for use in evaluation and follow-up
3. Train project/OSD staff in use of system
4. Develop record-keeping system for all project activities
5. Provide technical assistance in the development of surveys and evaluation
6. Compile reports and tables on outcome measures
7. Write annual evaluation report

Note: All project staff will have the opportunity to contribute to dissemination through attendance at various interagency meetings, contributions to articles and other publications, and presentations at conferences. Delivery of training will be divided according to the expertise of the individual staff members.

Evaluation Plan

The following plan for evaluating the proposed work builds on several assumptions. First, evaluation must play a **formative** role in shaping the work plan as it is enacted: that is, evaluation must provide feedback to project staff which is useful and timely. Second, evaluation must provide an external view of the relative success or failure of the project in meeting its goals in a **summative** way, leading to informed dissemination of final products and to accurate reporting of outcomes. Third, evaluation of a project like this one, which works with a relatively small number of subjects (75 to 90 student participants, sixty campus network participants, and about 250 business and industry representatives overall), will not rely exclusively on quantifiable data. Rather, the really interesting evaluation material will be **qualitative**, growing out of interviews and observations of participants and the like. Fourth, in spite of the relatively small number of participant subjects, there is room for **quantifiable data** in some key elements of evaluation.

In testing the model proposed here, the useful evaluation questions will focus on how well cooperative participants see themselves served by the project's efforts. In establishing a long-term cooperative model which will provide leadership and momentum beyond the duration of OSERS funding, we perceive as essential the processes through which people from different sectors are brought together to work toward a common goal. Three years does not provide an opportunity to honestly examine long-term outcome measures in terms of placement and career success. But it is an adequate window within which to test whether we are building a successful cooperative model.

The evaluation data will be used formatively in both informal and formal ways. Informally, the Director and Research Assistant will have free flow of information as patterns emerge. That information will be used in adjusting the work plan in small ways as things move through the normal course of a project year. Then, annually, the formative evaluation will be put to more formal use in a day-long meeting/**retreat** in which significant formative evaluation data are shared, and **cyclic planning** involving revision of the workplan, takes place. Such a meeting is scheduled for July in the first and second project years -- that is, at the end of years one and two and prior to the start of years two and three. Summative data will be assembled in a final overall evaluation report to be used in meeting federal reporting requirements and in shaping dissemination in the period at project's end.

Quantifiable evaluation data

The objectives from the "Plan of Operation " section which lend themselves to quantifiable data are the following. For each, a description of the evaluation approach and measure is given. Instruments will be created in the first two months of project activity -- scales will be project-specific.

•Objective: During each academic quarter in each project year (three times per year), offer a one-half-day training seminar to groups listed below, providing overview of key issues. Each of the three seminars will be repeated two times. The seminars are preparatory to extensive follow-up, below.

Audiences for the seminars vary over the three years, from University network members to employers and mentors. For each, the evaluation measure will be: On a series of questions which measure overall satisfaction that the seminars are worthwhile (e.g. that presenters were knowledgeable, that materials presented were of high quality, that participants would recommend the seminar to a colleague, that knowledge will be useful in working with persons with disabilities etc.), 90% of seminar participants each year will score seminars at 5.5 or higher on a seven-point Likert scale.

•Objective: In consultation with PWI, University Alumni, and Placement Counselors in the University network, by January 1 of each project year identify and recruit 18-24 career mentors from the public and private sectors for individual students.

•Objective: From January to April of each project year, conduct three to six mentoring

training seminars for small groups of mentors covering as core:

- *Purpose of mentorship*
- *The role and responsibilities of the mentor*
- *Responsibilities of the student*
- *Establishing and maintaining a mentoring relationship*
- *Resources for the mentor*

•*Objective: Twice each quarter (6/yr) of year project year after January, 1992, provide small group follow up to campus trainees and business mentors.*

As above, a Likert scale will be constructed to measure perception of quality and utility of training and follow-up sessions. The evaluation measure will be 90% satisfaction on the overall survey at a level of 5.5/7.

•*Objective: Monthly, at scheduled times, initiate phone follow-up with each trainee and mentor for individual problem-solving or requests for further information.*

As above, those in phone follow-up,in response to a survey measuring perception of quality and utility of phone follow up in improving their work, will respond to a 7-point satisfaction scale at a rate of 5.5 in 90% of cases.

•*Objective: six times in each of three project years, bring employers from the community to campus to provide information to students and staff and to enter informal mentoring relationships for follow-up.*

•*Objective: Once each month, from January, 1992, through June, 1994, the project will host a formal on-campus meeting involving Projects with Industry personnel, participating students as invited or arranged, and core staff from the project and appropriate career or placement office.*

•*Objective: For each targeted career fair, recruit at least two persons with disabilities in careers in relevant areas to represent their companies, their discussion to include presentation of accommodations and opportunities in the career area/company represented.*

Each of these three key contact points will require a satisfaction survey which measures perception of quality and utility. Each will be constructed somewhat differently, but all will address the format, the content, the various key components of each session, the kind and amount of information given or exchanged, and participants' willingness to take part in similar events in the future. Again, the evaluation measure will be 90% incidence of average satisfaction scores at 5.5/7.

•*Objective: For each new participant student each year, develop a written implementation plan and calendar indicating which project services are appropriate and to be implemented.*

In a follow-up questionnaire, student participants will respond positively at a level of 5.5/7 90% of the time in response to items about perception of utility and quality of the individual plan.

•*Objective: for students not already in possession of current and extensive equivalent, provide for each new project participant by January 30 of each project year a career diagnostic assessment and consultation.*

Students will rate positively at 5.5/7 90% of the time the process and outcome of career diagnostic assessment and consultation.

•*Objective: Each student participant enrolls in, and at least 75 % complete, a three-quarter long career development course sequence. The sequence will be offered in each of three project years.*

Using the standard "Course Evaluation Survey" for student evaluations of courses in the University of Minnesota, students will rate the career development courses positively at 5.5/7 on satisfaction items 90% of the time. In a supplement to the survey addressing specifically those aspects of the course aimed at students with disabilities, the same level will be achieved.

•*Objective: By April 1 of each project year, new participants will identify and begin internship on or off campus in an area appropriate to their training, major of study, and career aspirations.*

A survey will be designed which will measure both student satisfaction and employer/internship supervisor perception of achievement in the student. These will supplement internship journals outlined below.

•*Objective: By June 1 of the first year of participation, but sooner in most cases, each student will be paired with a mentor who is successfully working in student's field of interest.*

Students and mentors will be surveyed separately at the end of the third month of mentoring or at termination of mentoring relationship, whichever is sooner. On scales of quality and utility of the experience, 90% will respond positively at 5.5/7 average.

•*Objective: For each student participant, OSD staff provides ongoing counseling and follow-up counseling via at least 18 counseling interviews each year of participation.*

Students who participate in counseling under this objective will be surveyed in June of each year to determine their perception of quality and utility of career counseling. Satisfaction at the 5.5/7 level will be reported 90% of the time.

•*Objective: On a regular and ongoing basis, in pursuit of successful completion of those objectives identified above, provide technical assistance in areas needed to those career, placement, mentor, and internship agencies and individuals working with project students.*

Annually in June, those reported as receiving technical assistance (logged in project files) in the previous year will be surveyed by mail to assess the quality and utility of that technical assistance.

•*Objective: In all three project years, the advisory committee will meet bi-annually to provide feedback and suggestions regarding project activities.*

•*Objective: By July 31, 1994, have arranged that the advisory committee will remain constituted beyond OSERS funding in the Continuation Plan.*

By mail following each meeting of the Advisory Board, members will be surveyed to assess quality and utility of A.C. work.

Qualitative data

In addition to the above quantitative data, the Director and Research Assistant will consult with Illinois Transition Institute personnel assigned to OSERS projects funded under 84.078 in order to design instruments to be used in qualitative data. Such instruments will include **internship journals, phone surveys of selected participants, open-ended interviews with selected participants across the full range, from students to mentors to network members to employers.** Such narrative data will be summarized by the research assistant working with the project director. Annual and three-year summaries will be provided in July of each year (for formative use in years one and two and for summative use in year three.

Narrative data will access information on aspirations, perception of project work, perception of personal or institutional change, problems, accommodations, etc.

Working relationships in evaluation

The tension in project evaluation centers on the role of the Research Assistant. To be useful, evaluation must provide formative feedback in a fluid way. To be finally reliable in summative ways, evaluation must stand apart from project activities and view them coldly. In OSERS projects we have worked with in the past, this has been an unresolved but productive tension.

The role of research assistant in the project will be held by a graduate student. Because of institutional status patterns, graduate student evaluators in the past have felt the tension of being "inside outsiders" very markedly. Their tension has been put to good use -- managed, if you will, in productive ways -- by frank and open discussion of the two roles and by external consultation. The graduate student evaluators have been encouraged to make use of technical assistance from the Illinois Transition Institute personnel assigned to OSERS, and they have been encouraged to discuss project activities, within confidentiality of participants, with their major advisors.

Evaluation in the proposed work plan will be taken seriously, and the tension inherent in the relationship between research assistant and Director will be addressed purposefully.

The research assistant who will perform the evaluation in consultation with the PI, Director, and Dissemination Coordinator also serves as project bibliographer. This, in our experience, is an extremely important tie, for the RA becomes a local expert informed by constant updating on national movements, seeing our local work in view of that national landscape, and providing formative feedback against a backdrop composed not only of the projects' objectives, but also the expanding domain of the possible as articulated in the literature.

Other Background for Evaluation

Below are summarized **preliminary evaluation strategies discussions** held among core staff proposed for the OSERS work planned. These evaluation discussions will form the basis of final work on evaluation and represent the skeleton of the evaluation plan.

Training and Orientation

Outcomes:

1. 60 programs/organizations affected by 10 disabilities seminars
2. 300 individuals participate in disabilities seminars
3. 30-35 individuals participate in mentorship training
4. 100 individuals participate in 16 small group follow-up sessions
5. Increase in knowledge about disabilities and ways to accommodate in placement and employment
6. More positive attitude about the potential productivity of individuals with disabilities
7. Training manual completed and plans in place for its use after grant

Evaluation tools:

1. & 2. Record kept of programs/organizations/individuals participating in training
3. Record kept of individuals participating in mentorship training
4. Record kept of individuals participating in small group sessions
5 & 6. Pre-post attitude/awareness survey given to all participants at beginning and end of project; Evaluation of training sessions completed by participants (see Workshop Evaluation)
7. Manual printed, plans for use in writing

Employers on Campus

Outcomes:

1. 100 students (may attend more than once) participate in 18 campus forums with 30 employers
2. 40 students attend individual sessions with Projects with Industry representative
3. Persons with visible disabilities represented at career fairs
4. 45-50 mentors meet at least six times per year with student
5. Employers/mentors gain awareness of abilities and needs of students with disabilities
6. Students gain awareness of opportunities and options within business and industry

Evaluation tools:

1. Record kept of students and employers who participate in monthly forums
2. Record kept of individual sessions with Projects with Industry representative
3. Record kept of representation at career fairs
4. Record kept of mentorships established and number of times they meet
5. Awareness/attitude survey completed by visiting employers and mentors at beginning of their participation and at the end of each year
6. Student evaluation of employer forums, sessions with Projects with

Industry, and mentorships

Interagency Agreements

Outcomes:

1. Agreements made with 50-60 programs/organizations
2. Increase in the coordination between OSD and the programs targeted
3. Increase in the number of students with disabilities accessing existing services of cooperating organizations
4. Increase in satisfaction of students with existing services

Evaluation tools:

1. Log of all communication with organization representatives; Copies of written agreements
2. Baseline number of contacts compared with contacts at end of each grant year
3. Baseline of students using services compared with student use of services at end of project
4. Pre-post- student satisfaction survey

Career Experiences (student activities)

Outcomes:

1. All students (75-90) participate in initial career assessment and ongoing career/placement counseling while in school and for at least one year after completing their education
2. All project participants (75-90) develop a written plan outlining objectives relating to career and listing project activities in which the student will participate
3. All students (75-90) participate in at least one of the following activities:
    - Career development course sequence
    - Internship

- Mentorship experience
- Part-time job through student employment

4. 100 students (may attend more than once) participate in employer forums.
   40 students attend individual sessions with PWI
5. 50-75 students utilize other career-related campus opportunities
   (leadership development programs, student senate, career workshops, career fairs etc.)
6. 90% of students receive a positive evaluation (average scale of 5.5 on 1-7 Likert scale evaluation) by internship site supervisor, student employment supervisor, and/or full-time employer (see Internship Evaluation Form)
7. Increase in career awareness and job seeking/keeping skills in participants
8. Improved placement/retention figures based on number of months employed, number of weekly work hours, level of employment, relationship of position to educational training, earnings and job satisfaction.
9. Follow-up placement and retention data collection system in place for use beyond grant period

Evaluation tools:

1. Case notes kept on assessment results and consultation, counseling sessions and contacts made on behalf of student
   (See Student Contact Record, Summary of Interviews)
2. Written plan for each project participant
3. Record kept of students participating in career assessment, career development course sequence, mentorships, internships, and student employment
4. Record kept of number of students participating in forums and PWI sessions
5. Record kept of campus activities in which students participate
6. Evaluations completed by internship supervisors, student employment and/or full-time employment supervisors (See Internship Evaluation form)

7. Written evaluation completed at end of student's participation in each career development course, internships and mentorship experiences. (see career course evaluation forms); Pre-post measure of students' skills and awareness (see career course pre-test); Pre-post interviews
8. Baseline follow-up data on former OSD students' placement and retention (# months employed, level of employment, earnings, relationship of position to educational training, job satisfaction, weekly work hours) compared with same data on project participants.
9. Follow-up data included in OSD's annual reports.

Technical Assistance

Outcomes:

1. 1000 contacts made with cooperating programs/organizations to provide consultation regarding student participants
2. 250 personnel affected through the technical assistance provided
3. Increase in amount of interagency communication
4-. Development of a job accommodations manual

Evaluation tools:

1. Record kept of all contacts made
2. Record kept of all personnel receiving consultation
3. Baseline of current interagency contacts compared with contacts each project year
4. Job accommodations manual printed

Research:

Qualitative study to evaluate students, project activities and outcomes in depth. Use case notes, interviews and document analysis.

Quantitative studies based on data collected over the three years. Studies of student outcomes, results of training and consultation, and employer involvement.

Adequacy of Resources

The resources available for the activities proposed under OSERS funding are adequate to the needs of the project. In addition to commitment of **financial resources** in the form of extensive new money and reassignment of time from several existing OSD staff members, the University of Minnesota will provide **facilities** and **equipment** sufficient to carry forward the training, technical assistance, service, evaluation, and dissemination activities to be funded under this work plan. For commitment of financial resources, see the budget for this proposal. Other resources are noted below.

Offices: The Office for Students with Disabilities is located in Johnston Hall, situated in the main campus quadrangle and central to student/staff traffic flow. The building is fully accessible, has disabled-only parking spaces, is across the street from a campus-bus stop, and is adjacent to (and accessed directly from) heated underground parking. The building, so situated, meets the mobility accommodation needs of staff and students to be involved with the project activities, as well as placing project work in the main flow of campus life on the East Bank of the Twin Cities Campus.

The Office for Students with Disabilities (Suite 12 Johnston Hall) already houses the Principal Investigator and affiliated OSD staff whose time will be partially assigned to this activity. Each has a private office in a suite housing secretarial support. In an adjacent fully accessible building, Nicholson Hall, Suite 30, the learning disabilites group in the Office for Students with Disabilities are housed, again, in a suite of five private offices with secretarial pool space. New office space will be required for the Project Director, the Career Experiences Coordinator, the Research Assistant, and a student clerical worker. Suite 250-251-252 Nicholson Hall and Suite 18 Johnston Hall are identified as potential space to be vacated in

Summer, 1991, and one or the other would be assigned to these staff. Either would provide suitable private offices for the Director and Career Experiences Coordinator and workspace for the research assistant and clerical support, both part-time. The Dissemination Consultant is housed in Appleby Hall, just across the street from Johnston Hall and Nicholson Hall. Thus, all participating personnel are officed in suitable space nearby and adjacent to other staff members to insure smooth work flow. (In addition, Curt Griesel, the Academic Computing Systems specialist coordinating adaptive technology, is likewise housed in Nicholson Hall 316b, and thereby is accessible for technological consultant/technical assistance efforts.)

The career counselor and placement network is composed of professionals throughout the Minneapolis and St. Paul campus -- a dispersed group, to say the least, separated by as much as four miles from one another. This is the reality of life on this large campus. Communication via telecommunications, electronic bulletin boards, TDD speeds up contact. All are served by a University-operated transit system (with stops at Nicholson and Johnston Halls) and an efficient campus mail system.

Johnston Hall has **conference and training rooms** suitable for groups up to twenty, with appropriate a-v support. Larger sessions will be conducted at Coffman Union in the Campus Club or, when the St. Paul Campus is involved, the Earle Brown Center for Continuing Education, where training and conference rooms for larger groups can be reserved ad hoc, with a-v equipment suitable for presentations.

Equipment: The equipment needs of the project are not extraordinary. Secretarial pools in place have adequate microcomputer and printer equipment. Individual needs vary and are addressed as follows:

All staff have private telephone and ready access to two TDD devices.

The Director will have assigned to her use a Macintosh Classic or equivalent SE microcomputer, which will be equipped with word processing, telecommunications, and data base software. On this machine will be installed a stats pack software for use by the research assistant. A medium quality laser printer, such as the HP Laserjet III or equivalent Apple product, will accompany this computer. An IBX dataphone or equivalent modem will be attached for accessing University Vax and Cyber computers for data and for e-mail/bulletin board access.

The Career Experiences Coordinator will not have daily need for a personal computer, but will have free access to those in the Office for Students with Disabilities and that of the Director.

The Dissemination Coordinator has compatible equipment -- a Macintosh SE30 microcomputer with telecommunications and laser printer access. He has a 286 MS DOS computer with AMI word processing/desktop publishing software. In the adjacent office secretarial space he has ready and free access to a Macintosh workstation with double editing screen, Pagemaker desktop publishing, media services consultation in layout and design, and high-end laser printer.

All OSD staff have equipment adequate to their needs as part of the ongoing work flow in an office supporting thirteen staff and serving several hundred diverse disabled students.

The equipment needs of a project with needs for professional quality correspondence, overhead production, training materials in print, and ambitious dissemination are met.

Other:

The proposed work will be housed at the University of Minnesota Twin Cities Campus. Not unlike other research universities in its facilities, UM has resources in library, conference, printing, research support, and computer areas supportive of complex projects of direct service, evaluation, and dissemination. In addition, the University is situated in the largest metropolitan area in the state and region, unlike many Big Ten public institutions. Only ten blocks from downtown

Minneapolis, 10 minutes from downtown St. Paul and state government, and situated directly adjacent to buslines and freeways accessing suburban office and manufacturing parks, the University campus provides easy access to the region's main employers. This access is very important in a project designed to take advantage of the employment community in both the public and private sectors.

Continuation of Key Project Activities beyond the Duration of OSERS Funding

Building model programs is resource-intensive in ways which maintaining those programs is not. There is every expectation that the key elements of the OSERS-sponsored activity will continue beyond this resource-intense start-up made possible through the period of enriched federal funding. This is likely in view of

(1) the commitment of funds by the Vice-President for Student Affairs at level adequate to that continuation and

(2) the previous record of participating University of Minnesota offices and personnel in continuing externally-funded work beyond the duration of special funding.

The University of Minnesota, through the Office for Students with Disabilities and with funding from the Vice-President for Student Affairs, will contribute $24,000 new money, in addition to reassigned time, annually to the OSERS activity. The OSERS work will create a new position, that of **Career Experiences Coordinator**, within the Office for Students with Disabilities. On expiration of OSERS funding, that position will continue by **permanent reallocation of the local support for OSERS activities** into the Office for Students with Disabilities at a level adequate to maintain the position full time. While during the grant activity that local funding will be used to supplement federal money in a number of areas important to getting the program in place (see budget), in aggregate the contribution of the Vice-President for Student Affairs, left in place in the OSD base funding, will cover the salary and new fringe cost of this position.

The Career Experiences Coordinator will be charged via his/her job description to maintain key elements of the work plan proposed here. The OSERS activities over three years will create materials for training, networks of contacts, and precedents for the core of the OSERS model proposed. A full time position, surviving the start-up and evaluation period, will be sufficient to maintain activity, especially so in view of the fact that contributing staff at OSD and the principal investigator are regular staff, whose positions will be enriched via OSERS-funded work and who will remain in place upon expiration of OSERS funding.

In addition, the trained career and placement counselors in the campus network will remain in place. Naturally there will be attrition, but after three years of training seminars and individual follow-up, there will be continuity among the network members sufficient to maintain momentum. Moreover, the fact that OSD will firm the position of Career Experiences Coordinator provides opportunities for modified activities which will bring new hires among the network personnel on line with a minimum of formal structure.

It should be noted, too, that the University of Minnesota units and personnel involved in this proposal have a history of maintaining in modified form OSERS and other projects funded previously. The Dissemination Consultant has served as Principal Investigator of three OSERS projects and as Director of one. The Director of the proposed project has served as staff in a successful OSERS project.

The Learning Disabled College Writers Project (1985-1988) used OSERS Demonstration Project funds to model computers as an accommodation for writers who have learning disabilities. The set-up technology provided for the grant and the curriculum developed under that funding, are still in place. Students with learning disabilities have access to the curriculum through priority registration in appropriate sections.

The Transition Project for Learning Disabled Youth (1986-1989) served the transition needs of high school students who have learning disabilities through direct service and technical assistance to secondary and postsecondary personnel in a cooperative model. Upon expiration of OSERS funding, the local high schools involved had adopted the new model for transition services. For two years subsequent to federal funding, the State of Minnesota awarded a total of $200,000 to maintain technical assistance at a level to train the staffs of all Minnesota Technical Colleges based on the model developed under OSERS funding.

Project EXTRA is in its second year of OSERS funding. While maintenance of the cooperative efforts in training high school and postsecondary personnel through continued technical assistance has not been formalized, discussions with the cooperating agencies has begun.

In addition to these federal programs, the University of Minnesota Office for Students with Disabilities was the recipient of a major IBM equipment award, cooperating with the department of Computer Science and Academic Computing Services. The initial grant was to establish a centralized adaptive workstation meeting the needs of a variety of disabilities through alternative input, output, and software devices. Since the original award three years ago, OSD and Academic Computing Services have expanded the concept to meet varied needs in on-site computer labs in addition to the centralized workstations. Equipment has doubled and become more sophisticated, and has evolved with local support and commitment of a computer center staff member's time to include Macintosh equipment and telecommunications.

Finally, the Office for Students with Disabilities, in cooperation with the University's General College and the proposed Dissemination Coordinator, were members of the Annenberg/Corporation for Public Broadcasting Project ENFI Consortium, studying the opportunities provided by interactive local area network technologies. Specifically, collaborating with Professor Trent Batson from Gallaudet University, curriculum in writing for deaf students was designed, tested, and implemented. After A/CPB funding expired, the General College and OSD have cooperated to offer the specially adapted course via LAN interaction as opportunities and student numbers have permitted.

The pattern is one of using external funding to design, implement, evaluate, establish, and disseminate programs, key elements of which are retained as useful beyond the funding period. Overall, then, through commitment of local money during and after OSERS funding and through credibility fostered by past experience, it is likely that key elements of the work plan sufficient to maintain the essential elements of service delivery will continue after OSERS funding.

Importance: Need for the Proposed Work

OSERS demonstration projects must have national significance. They must propose to address a real problem in ways which are not just locally relevant, and they must disseminate the outcomes of that work to a national audience. At the same time, this nationally significant work must address genuine local needs: work proposed here must address a real problem at the University of Minnesota and in the upper midwest region served by the University, but this local problem must mirror the national landscape if the work is to have more than local significance. This section, therefore, has two parts: the local problem to be addressed, and the national significance of that problem.

Local importance

As noted elsewhere in this proposal, the University of Minnesota - Twin Cities is one of the largest campuses in the country, with some 50,000 students enrolled, centered in the largest urban commercial and industrial area between Chicago and Seattle. It is spread from the west bank of the Mississippi River near downtown Minneapolis to the east bank to suburban St. Paul. Services for all students are necessarily decentralized. Too often, this means that they are not coordinated in meaningful ways. In the area of career development and placement, we count sixty-one separate offices serving students, some of them loosely connected in a campus advising network, others isolated. Students with disabilities are not served in any coordinated or consistent way -- in this regard, the campus is symptomatic of the national problem.

Such a diversely organized campus has many strengths to build on. The existence of five dozen offices devoted to the career and placement needs of students suggests that personnel in the departments and colleges are concerned about student development, and that there is in place a set of resources that can be tapped. Thus, the local problem is not so much one of creating new placement services. Rather, it is one of providing technical assistance and coordination so that students with disabilities can better access and gain from the extant network of support, internships, volunteer mentors, part-time employment etc. found in this rich but diasporic institution.

In view of this loose association, we organized several planning meetings through which input from the personnel in place could be garnered in shaping this proposal. We surveyed participants and found, not surprisingly, that no one is accountable for the special career needs of students with disabilities. Personnel in the departments and colleges are devoted to the special needs of their constituencies: engineers have needs apart from English majors; Marketing majors require handling somewhat different from computer systems specialists.

Surveys indicated a common need, however, for special opportunities for disabled students in the various departments and colleges, for technical support among mainstream personnel charged with career development and placement, and for coordination of existing opportunities to better serve students with disabilities. Moreover, the surveys indicated not only the need for such services, but also a **common perception of that need**, suggesting a high degree of self-awareness among University of Minnesota personnel. The survey instrument is reproduced in the appendix.

In reaction to our discussions, we received strong commitment of local support and participation, as evidenced by letters in the appendix. The letters indicate a strong local desire to see such a project funded and reflect the sense of local need for the work proposed. Transcripts of discussion sessions support the perception of local need for a program which is diverse in its approaches and coordinated in its work flow.

Mary Galvin, representing Projects with Industry, commented that "part-time employment is very important. Students with disabilities often leave education with no work experience. Student employment experience gives them the opportunity to try accommodations in the workplace." Herb Harminson, from the University's Institute of Technology Placement Office, indicated that in his experience "There is still a lot of resistance toward hiring workers with physical disabilities" even among highly trained IT graduates, where only the upper 12% of high school graduates are admitted in the first place. Corinne Ellingham of the University's Physical Therapy Department notes that "internship sites turn out to be the best employers." The transcripts suggest, overall, a high level of local awareness of the problem and a high degree of commitment to participating in change. This commitment is reflected further in the letters in the appendix, which note the need for the project from multiple perspectives -- from campus to the business community.

National significance

That there is need for new ways of serving students with disabilities in making successful transition from post-secondary education to employment is probably beyond the need of demonstrating. The priority of CFDA 84.078, in fact, implies recognition of the importance of the problem. Moreover, the recent shift in priorities in CFDA 84.078 from postsecondary demonstration projects in other areas and consolidating them under the priority of transition to employment is strong evidence of the need for activity in this area, informed as such a move is by the pattern of service in previous demonstration project priorities.

The employment community is beginning to perceive a need for action in its domain on this issue, spurred in part by passage of the Americans with Disabilities Act. In the February, 1991, Personnel News, for instance, Mike Caples writes in the lead article that "In the area of 'what's hot, what's not,' the ADA will definitely be hot." He asserts that 1991-1992 is "a period designed to allow employers to become educated and to put in place systems to help comply with the ADA.... Human resource professionals should be hard at work reviewing what the ADA is going to require of their employers and taking steps to meet requirements."

The timing of the proposed work is significant beyond its overlap with employer need driven by the ADA. In "Working Ideas," Fall, 1990 (the newsletter of the Career Planning and Placement Special Interest Group of AHSSPPE), the argument is made as follows:

> During the next decade or so, there will be fewer young adults looking for work and a greater demand by employers for trained and competent employees. College graduates with disabilities who have the educational background and the work-related skills and experience will be in much greater demand than ever before. This window of opportunity will last about 10 to 15 years before the next baby boom generation reaches adulthood and there is once again a plethora of workers looking for jobs. Students with disabilities have about 15 years to break down negative stereotypes and prove that they are, as a group, qualified, competent, successful workers.

The article goes on to shift the burden to support personnel: "How well we prepare our students for the transition to the world of work will reflect how well we do our jobs."

The national literature reinforces the assumptions behind the work proposed. A BRS Information Technologies literature review, commissioned by the Office for Students with Disabilities in 1989-1990, abstracted 160 recent articles and papers on career issues for postsecondary students with disabilities. The papers and articles converge in a number of ways: underemployment is epidemic; employment barriers are real; self-perception limits students with disabilities, compounding the real structural barriers; employer attitudes amplify barriers and self-perceived limits; accommodations can raise productivity of workers with disabilities; students with disabilities enter the workplace with insufficient prior experience in areas that build employment skills. Furthermore, it is our sense from interaction with colleagues via AHSSPPE, state council meetings, and other informal networks, that in a time of shrinking resources and a more conservative public ethic, there is not likely to be an infusion of new money into specialized service provision to address these problems, so much as there will be a call for re-orientation and support for persons and offices already in place.

Likewise, as the national sense of the "safety net" and economic benefits has shifted over the past decade, so has some of the sense of why it is important to more efficiently support the transition of postseconday students with disabilities. "Employment Fact Sheet: Investing in America's Future" catalogs in a number of articles the "cost" of underemployment among persons with disabilities. In "Economics of Disability," the newsletter (building on information from the Industrial Relations Department of Indiana University Northwest) asserts that "The cost of maintaining people with disabilities out of the employment mainstream amounted to $169.4 billion dollars [sic] [in 1986]." Moreover, the same sense of cost efficiency has led "Employment Fact Sheet" to calculate, with the Job Accommodations Network's input, the costs of accommodating the workplace needs of persons with disabilities. The cost is surprisingly low. Only 1% of accommodations required expenditures of $5,000; half cost nothing or less than $50; seventy percent cost less than $500. Thus, whether from the traditional civil rights perspective or from the point of view of the new conservative economic paradigm in the country, it is important to assist both students and employers in finding ways to make transition into employment and to make efficient use of the available resources is so doing.

The research literature points to the need for cooperative arrangements such as the one we propose to design, implement, evaluate, and disseminate. Monadic studies point to the need for and efficacy of one or another isolated approach. Adelman and Vogel (1990) point to the need for self-awareness training among students with learning disabilities as key. Biller (1989) focuses on the need for students to be supported in making a clear choice about career while in school, while Rosenthal (1985) focuses specifically on the need for deliberate and informed choice -- as opposed to impulse -- in the career decisions of students with learning disabilities. Carpenter (1990), again writing about the needs of students with learning disabilities, points to the strong impact of mentors in learning workplace skills, while Tritell (1989) emphasizes the need for supported work experience while in school for this population. Additional articles make similar claims for those with other disabilities.

To the extent that any research has focussed on the type of integrated model we propose, it is to be found in the work of Humes (1982, 1985), Humes notes the need for multifaceted approaches to the question of career development and transition, implying involvement across educational, support, advocacy, and employment sectors. Humes, however, posits the centrality of the counseling role and longitudinal efforts. While one cannot argue with the desirability of longitudinal processes, the transition needs of postsecondary students -- students who are already at least 22 years old -- do not lend themselves to the longitudinal, and present needs which transcend the role of counseling.

The role of cooperative, multifaceted programs like the one we propose can help redress the fragmentation sponsored by monadic interventions. Building from the success of Project with Industry models (Houser and Chace, 1989), and informed by syntheses of major developments over the past decade (Brolin and Gysbers, 1989), we will build from what others have found to be effective in the disparate areas of counseling, career education, linkages with industry, self-advocacy, etc. to model a more unified cooperative paradigm which sponsors whole services and whole systems for whole persons.

Dissemination Activities

The function of demonstration projects is at least twofold. First, they build sound local models through which local objectives are achieved. In our case, this includes designing, implementing, and evaluating a collaborative model for better career preparation and placement of disabled students in the University of Minnesota. The second function, in many ways the more significant function, is dissemination of the success and failure of key project components which are available for implementation in other sites, adapted to local conditions.

The work plan for the proposed OSERS project, therefore, has a strong emphasis on dissemination. Core staff members of this proposal -- the Project Director, Elizabeth Aune, and the Dissemination Consultant, Terry Collins -- have played key roles in three prior OSERS demonstration projects where dissemination successfully transmitted to a large professional audience the results of grant work. To suggest the scope of dissemination activity on previous awards and which we hope to bring to the work proposed here, we have attached as an appendix a dissemination summary from those previous awards. We do so in the hope of establishing this work plan as one which is likely to achieve success in both domains of the demonstration project charge: building local models which are effective and disseminating both reliable and useful information to the professional community concerned with the issue of successful career and employment placement of postsecondary students who have disabilities.

The following timeline and dissemination plan is our best attempt to anticipate the work flow under dissemination activities. We see this as a minimum description of what we will do. Opportunities for dissemination are frequently invited or arise out of visibility garnered through planned activity. In our previous experience, the plan submitted in the funded work plan has anticipated only about half of actual dissemination activity, whether oral presentation or print outcome. In addition, dissemination is likely to continue beyond the funded period, as data is codified and re-examined in the period beyond federal funding (for instance, the final article to come out of the Learning Disabled Writers Project, funded 1985-1988, appeared in November, 1990).

Dissemination audiences:

In view of the complex nature of movement through postsecondary education programs and into the workplace, we have selected a variety of dissemination audiences. Simply to target disabilities services providers or placement counselors, the primary audiences, would be to miss addressing the legitimate interests of administrators, developmental classroom educators, administrators in academic departments serving students with disabilities, alumni, and employers. Thus, at different phases of project activities, we will target audiences appropriate to the information we have to offer. In addition , we do not propose to limit ourselves to traditional scholarly articles. We will write such pieces, incorporating our evaluation data, but we also recognize that many of our targeted audiences do not rely on traditional scholarship for information leading to action or organizational activities. Therefore, we propose to produce a range of products covering the needs of the audiences we address, from press releases to training manuals, from conference papers to staff meetings.

Dissemination products are most often written, although some are spoken. Manuscripts will be submitted to the ERIC Clearinghouses and to journals such as the following (recognizing, of course, that editorial selectivity might not result in publication of each submission):

Journal of Postsecondary Education and Disability
Journal of Career Development
Journal of Counseling and Development
Journal of Applied Rehabilitation Counseling
Rehabilitation Counseling Bulletin
Rehabilitation Psychology
Journal of Career Education
Journal of College Student Personnel
Rehabilitation Literature

Carrers and the Handicapped

Intervention

Exceptional Children

Journal of Job Placement

NASPA Journal (National Association of Student Personnel Administrators)

Corporate Report

Minnesota Alumni Magazine

Journal of Developmental Education

Change Magazine

Conference proposals will be submitted to organizations such as

Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE),

Council for Exceptional Children,

Learning Disabilities Association,

American Association for Counseling and Development,

National Rehabilitation Association,

National Society for Human Resources Management,

National Society for Performance and Instruction, and

The National Association for Developmental Education.

In addition, we will cooperate as requested in featuring our work at the annual OSERS Project Directors' meeting in conjunction with the Illinois Transition Institute.

Dissemination timeline:

Year 1

1. Information on the project provided to:

Clearinghouses such as HEATH, ERIC, President's Committee on Employment of the Handicapped, National Center for Research in Vocational Education, Job Accommodation Network (JAN). These will be brief descriptive articles and/or press releases.

Interagency and advocacy groups such as State Transition Interagency Committee, Minnesota Higher Education Consortium on Learning Disabilities, Community Transition Interagency Committees,State Council on Disabilities, Division of Rehabilitation Services, Projects with Industry, State Services for the Blind.

Campus newsletters such as placement office newsletters, alumni association publications (audience of 360,000).

Business association newsletters such as Minneapolis Chamber of Commerce, Personnel News.

Personnel responsible: project director, research assistant, and dissemination consultant.

2. Submit for publication two articles:

Career assessment and development of individual plan

Description of career development course sequence

Personnel responsible: project director and dissemination consultant

3. Submit two proposals for conferences:

Description of project

Content of disabilities seminars

Personnel responsible: project director and principal investigator

4. Establish format and begin collecting material for training manual

Personnel responsible: project director, career experiences coordinator, and trainer

5. Establish data base for a job accommodations manual and contribute to data base

Personnel responsible: project director, research assistant, career experiences coordinator, and OSD staff

6. Compile annotated bibliography of research and related materials in support of grant

activities and grant publications, to be updated annually and submitted to ERIC.

Personnel responsible: research assistant and project director

Year 2:

1. Send updated information on project to clearinghouses, interagency and advocacy groups, and campus and business newsletters

Personnel responsible: project director, research assistant, and dissemination consultant.

2. Submit two articles for publication:

    Pre-post- attitude/awareness of personnel involved in training - preliminary results

    Descriptive article on utilizing internships for students with disabilities

Personnel responsible: project director, research assistant, and dissemination consultant.

3. Submit three proposals for conference presentations:

    Description of mentorship component

    Description of employer involvement in project and application to other settings

    Description of cooperative efforts between placement offices and office for students with disabilities

Personnel responsible: project director and principal investigator

4. Continue to develop material for training manual

Personnel responsible: project director, career experiences coordinator, and trainer

5. Continue to collect examples for job accommodations manual.

Personnel responsible: project director, research assistant, career experiences coordinator, and OSD staff

6. Continue update of annotated bibliography -- submit update to ERIC if significantly

changed from year one.

Personnel responsible: research assistant and project director

Year 3:

1. Update information on project and submit to clearinghouses, interagency and advocacy groups, business and campus newsletters

Personnel responsible: research assistant and project director

2. Submit proposal for special issue to the Journal of Job Placement highlighting projects funded under this grant. All projects invited to submit manuscripts. Best selected for the issue. Our contribution would be a qualitative study to describe and evaluate students, project activities and outcomes in depth. Based on case notes, interviews, and document analysis.

Personnel responsible: research assistant and project director

3. Submit data-based article on project 's outcomes

Personnel responsible: project director, research assistant, and dissemination consultant

4. Submit three proposals for conference presentations:

    Report on project outcomes to two conferences

    Pre-conference workshop on replicating project model

Personnel responsible: research assistant and project director

5. Complete training manual and develop plans for its use after the grant period.

    Disseminate training manual to other postsecondary sites and make arrangements f for its continued dissemination beyond life of grant

Personnel responsible: project director, principal investigator, project director

6. Complete job accommodations manual and disseminate to all organizations which participated in project. Make arrangements for its continued dissemination beyond the life of the grant

Personnel responsible: project director, research assistant, career experiences coordinator, and OSD staff

7. Compile final version of annotated bibliography and submit revised and compiled version to ERIC.

Personnel responsible: research assistant and project director

Dissemination activity will take place throughout the year as information is available. The dissemination consultant is housed in a building adjacent to the project activities, and will schedule fifteen days for project activities each year in consultation with the director and principal investigator. It is expected that writing will be concentrated in the summer months when activities involving on-campus personnel and students on campus will be reduced.